

ELT IN SECONDARY EDUCATION IN WEST BENGAL

(A Workshop Manual)

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State Council of Educational Research & Training
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ELT in Secondary Education in West Bengal
A Workshop Manual

Developed and written
on behalf of the SCERT,
West Bengal by

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PREFACE

The ELT and EFL methodologies have emerged in the last few decades into a Protean subject. The West Bengal Board of Secondary Education having adopted the Functional Communicative Method of ELT at the Secondary level, our responsibility enhanced as we have to see to its proper implementation. Side by side with the Board and other teachers' organisations we have also been organising workshops and orientation camps for secondary teachers for the purpose. Ideally speaking, the method has received wide approbation from linguistics and language teachers. But in education, efficacy of any method is tested in its classroom application. From June 1990, we undertook a project of organising workshops for teachers of secondary schools situated in geographically disadvantaged and economically backward areas. Two such camps have already been held : One at Bankura covering three districts, Bankura, Medinipur, and Purulia; and the other at Darjeeling attended by teachers of schools at distant hilly places in our state.

Years back we had a workshop material prepared by Prof. Arun Ganguly of David Hare Training College. It was a pioneering workshop material for the Madrasah teachers at the time the new syllabus was just put into practice. After the two final examinations of the secondary course had been held and some involvement in the teaching - learning in the new methodology had shaped, we felt a further need for developing an extensive workshop material. Prof. Ujjwal Basu of Maulana Azad College, Calcutta with a good measure of workshop exposures at W. B. B. S. E., S. C. E. R. T., Institute of English, readily agreed to prepare an extensive workshop module. He prepared a draft which was tried out in Bankura and Darjeeling. The teacher - participants felt well about the workshops in a questionnaire response. We felt that a theoretical backup is essential for the crew of resource persons who will be in charge of conducting workshops in future. The module has, therefore, been given a thrust towards the direction. Participant - teachers should also keep themselves abreast of the theoretical principles fundamental to the new ELT method. Such a knowledge may give them a clear idea about the objectives of the

different aspects of the new methodology. Interactions with the participants helped us to identify the areas of teaching - learning that require workshop exposures. But for the active assistance of Sri Swapan Bhadury of J. N. Academy, Baharampur, Murshidabad and Smt. Sutanuka Bhattacharya of Sodepur Balika Vidyalaya, Behala, as resource persons the areas of workshop activities could not be identified properly. Smt. ^{Tapati} Goswami of Sahapur Sabitri Devi Balika Vidyalaya, Calcutta offered to Prof. Basu many a valuable idea about the areas of teaching - learning that require special emphasis in workshop activities.

Thanks are due to Smt. Sadhana Guha, Academic Officer of the W. B. B. S. E. for her unstinted advice and guidance to Prof. Basu. We are also grateful to Prof. Sudin Chatterje, Secretary, W. B. B. S. E. for allowing Prof. Basu to have some access to the workshop notes developed by the W.B. B. S. E. We are no less grateful to Prof. Siddhartha Bhowmick of Taki Govt. College for technical help in preparing the typescript of the module.

Finally, a word about error analysis. Teachers are free to send to us the problems of errors confronted by them in the classroom for a setframe diagnosis and remedial measure.

Calcutta, August, 1990

P. K. Das
Director,
SCERT, W. B.

Memo to

Dr. P. K. Das,
Director,
State Council for Educational Research and Training
West Bengal

I have read Mr. Basu's report on communicative language teaching with interest. It seems to me a good summary of the relevant literature on the subject and includes a useful collection of techniques, with suggestions for teacher-training workshop activities. I cannot in fairness make any recommendations on whether or not it should be published, for I am not familiar enough with the circumstances in which it could be used. It will be less useful as a reference for teacher trainers than as a manual for the running of workshops. In either case, however, it covers much of the same ground as the material which has been produced and distributed by the West Bengal Board of Secondary Education (for example the five course books, the five teacher's books, two sets of sample questions for examination and a manual for examiners), all of which is intended to help teachers to adapt to the new teaching and examination syllabuses. I understand that this material has not made as much impact as it might, perhaps largely because of personal contact between teachers and trainers. If Mr. Basu's report can be used in a realistic, concrete programme of in-service training, it will be a very helpful contribution.

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2 March 1991

PRULOGUE

The need for learning English as an L₂ has long been spelt out by the Kothari Commission and the V. K. Gokak Commission in the context of the multilingual setting prevailing in India and the importance of English in academic pursuits. Both agreed that English as an L₂ should be taught with the objective of helping the learner to read and understand books, journals, periodicals, dailies and other educational materials written in this language. The Kothari Commission coined the term 'library language' to define the position of English in free India. A teacher of English in these days has to keep in view the developments in the fields of linguistics, psychology, sociology and educational technology. But above all, he has to use and devise his own techniques demanded by his local teaching-learning situations. Today the metamorphosis experienced in the fields of linguistics, psychology and pedagogy affects the ELT arena. The latest formulations for English study at secondary schools in West Bengal are known under the sobriquet, "Functional Communicative Method". The Method aims at skills of using English in listening, speaking, reading, writing (LSRW). Teaching in this method is 'learner-centred'. The aim of teaching is to help the learner develop ability in 'practical skills', and not learning rules of prescriptive grammar 'by rote'. The learner is expected to develop that 'feel for' appropriateness in language which is the key to all effective communication, whether receptive (listening and reading) or productive (speaking and writing).

ELT in India : historical background

ELT in India has a long history. It dates back to Wood's Despatch (1854) which is considered as the Magna Carta of English education in India under colonial rule. The Despatch advocated English education for the upper classes and its subsequent 'filtration' into the mass-based vernacular education. This policy got momentum with the acceptance of the celebrated 'Minute' of Macaulay, which set Indians on the course of anglicisation. To speak English like an Englishman became the sign of culture. English as a 'content subject' rose to the top of the educational hierarchy. The ELT situation in the pre-independence period can be summed up thus :

(a) English was a dominating subject both at school and college levels.

(b) The ELT was largely pedantic.

contd...

(c) Emphasis was laid on formal grammar and written flourish.

(d) Need for proficiency in written English was strongly felt for office jobs and higher studies in literature.

(e) English for international communication and in commerce, engineering, technical fields was not an entity to reckon with.

(f) Written English was more prestigious and consequently had a great place in teaching-learning situation.

(g) British school methods of ELT were slavishly imitated.

Independence caused a change in the status of English in India. But its place in Indian life and education remained more or less unshaken. It is the symbol of urbanisation, modernisation, internationalism and also elitism. With the Government announcement that 'it will continue to be the lingua franca as long as the non-Hindi speaking people want it', it enjoys the status of an associate official language. NCERT in its 'National Curriculum for Primary and Secondary Education : A Framework' (1985) emphasised the need for developing reading skills of the learners acknowledging the validity of the use of English as a 'library language'. National Education Policy and NCERT Curriculum Framework, 1985 (op. cit.) recommended the study of English as an L₂ from class VI as a part of the three-language formula suggested by the Kothari Commission. At the secondary school stage the duration of English study will be five years. The aim of teaching English is to develop practical command of the language rather than mastery of English literature. It is a 'skill subject' and not a 'content subject' as it formerly was. As a skill subject it helps pupils to acquire LSRW skills. The ultimate aim is to use the language in real situations. Teaching of English should be done by using situations that provoke the learners to use the language. Aspects of teaching about the language are not relevant. Teaching of formal grammar is teaching about the mechanics of the language. The fourfold language skills (LSRW) can be developed only by using the language in meaningful situations. It is like learning swimming or bicycling. Real skills are necessary in both the cases. Gathering knowledge or information is of no relevance to the practical use of the language.

CHAPTER I

VARIOUS METHODS OF ELT

Methods vary according to what our aims are. In India various methods of teaching English have been tried. Some are discussed.

Grammar - Translation Method

It envisages teaching of formal grammar and translation from mother tongue to English. The main features of this method are :

(a) Rules of grammar are taught through paradigms.

(b) Isolated vocabulary items are taught to fit into the grammatical rules.

(c) Translation mainly from MT to English is given high premium.

(d) Reading is encouraged. But oral-aural skills are ignored.

Teachers have a soft-corner for this method. It is easy with a big class and with teachers not good in spoken English. But the method has limitations. It teaches the learner about the language rather than how to use the language. Since real situations prompting the actual use of the language are not considered at all, the method ignores the basic fact about language that it is a living entity and it changes with the dictates of different situations. Translation method operates from the wrong axiom that two languages have one-to-one correspondence. As speaking is ignored, the learner fails to achieve fluency and ease in using the language. The method stresses the theoretical aspects of language learning. So it has no psychological aspect for young learners.

The Direct Method (also called the Natural Method)

Language is primarily speech, which is an important tool for communication. So the oral approach gets primacy in language teaching. The direct method is based on direct communion between experience and expression. It utilises situations to establish this connection. Widely acclaimed by educationists, it facilitates language learning through lively situations :

(a) The second language is taught through a natural setting which is similar to that of acquiring the MT.

(b) It stresses oral-aural drill. Learners listen and imitate. Language patterns (=lexis + syntax) become automatic with them.

(c) Use of homely vocabulary and structure is encouraged.

(d) Grammar is taught inductively through exhaustive illustrations.

(e) MT is avoided, but occasionally permitted for slow-witted learners.

For teachers with good English the Direct Method works well. I needs a good variety of teaching aids which an enthusiastic teacher may improvise to meet the demands of the slow learners. Excessive emphasis on speech leads to the neglect of the Reading and writing skills.

Dr. West's Method (also called Vocabulary Selection Method)

Dr. Michael West highlighted vocabulary selection and extensive reading. He studied the Indian situation and formulated the method that is effective in our situation still today. Dr. West felt that Indian students must be able to read, rather than write or speak, English Teaching reading should be the main concern here. A good Reader' is the primary need for teaching-learning. Vocabulary should be selected and graded very carefully. The grading should be on the basis of frequency of words, their utility and their teachability. Dr. West recommended reading aloud in the initial stage. But pupils must ultimately master silent reading which helps better and quicker comprehension with less effort. Dr. West placed reading above speaking and writing. His argument was that the learner can acquire a feeling for the language' through passive reading which he can utilise to activate himself in using the language in its speech form. Another argument Dr. West held out in his book Bilingualism was that through reading the learner is 'inoculated against error' when he indulges in free self-expression.

The Structural Approach

It is not a method of teaching. It is an approach which can fit into any method. It consists of selecting and grading the structures of a language rather than the words. Words may have a grading, but that follows the demand of the structure-grading. Structural approach is threefold : the main emphasis is on syntactical structures or sentence patterns, phonological structures or sound patterns and morphological structures or word patterns form the lateral arms of the triangle with syntactical structure as its base.

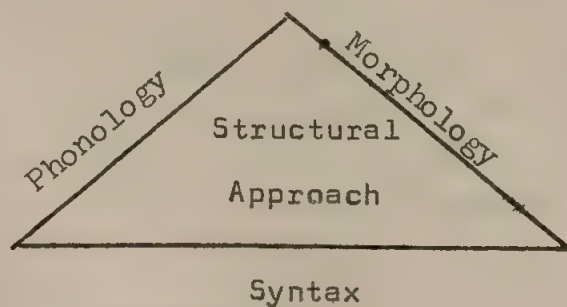


Figure - 1

The Drill Method :

Structural approach is generally linked up with the Drill Method. This method relies on retention through repetition. Drilling ensures instantaneous recall of a structure by the learner. For weak, unimaginative teachers drilling often degenerates into mechanical repetition which deters learning. Words and structures roll mechanically out of the learner's mind without any real impression on the brain. The students fail to associate meanings of words with other situations.

The situational Approach :

The structural approach is best combined with the situational Approach. Everything that is taught should be taught in a situation or context. Situation or context is the linkage between the words and structures on the one hand and the objects and actions on the other. The structure 'This is a book' should be taught by actually taking a book and demonstrating it to the learner.

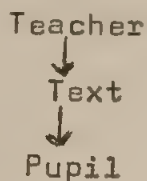
Structures and words have meanings only when they are tied up with situations or contexts. They are best learnt when associated with real - life things or situations. Meaning is concretised by context or situation. There is nothing mysterious about meaning. Drilling of words and structures without reference to meaning which involves context or situation is mere rote verbalisation. Drills can become interesting if they arise out of a situation.

The Situational Approach fits well into Activity Methods and Play Methods because all are based on the maxim, 'do and say'.

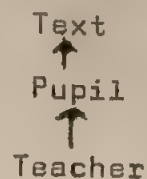
Functional Communicative Method

This is an Eclectic Method in a limited sense. It combines the best of the Structural Approach, Situational Approach, Direct or Natural Method, Drill Method, Activity Method and Play Method. It carefully eschews the philosophy of formal grammar teaching and translation techniques. The main objective of this method is to enable the learner to 'use' the language with desirable ease and fluency at the initial stage. Accuracy will gradually follow. The method aims at removing the inhibitions of the learners to use the second language in situations that provoke communications or expressions. The ultimate aim is to enable them to acquire a working knowledge of the language through mastery of the four skills, LSRW. Use of language is function - based. It is always purposive. For communication language has a multiplicity of functions for "items of use"). Some of them are : narrating, reporting, describing, requesting, complaining, summarising of facts, defining or explaining or exemplifying ideas, arguing, warning, classifying, suggesting solutions, evaluating, concluding etc. In all these, linguistic patterns (lexis + syntax) vary. Learners are helped to pick up structures not through discrete and isolated items but through contexts and meaningful situations. The teacher here is no longer an instructor but a counsellor to help the learners. The teacher - learner relationship vis a vis the text is just the reverse in the Functional Communicative Method from what it was in the traditional Grammar - Translation Method.

Traditional Method



New Method



CHAPTER II
FUNCTIONAL COMMUNICATIVE METHOD :
Developing the learner's linguistic skills
The Syllabus under FC Method

It is essentially structural. Components of linguistic features are taught with functional bias. The communicative urge is created through improvisation of meaningful situation and contexts. The linguistic features are three-dimensional : Syntax (including morphology). Phonology and Lexis. Teaching here concerns helping the learners to acquire linguistic skills of Listening, Speaking, Reading and Writing (LSRW). The interrelationship between the three - dimensional linguistic features and four - dimensional linguistic skills may be shown in a two - dimensional diagram :

Linguistic Features	Listening	Speaking	Reading	Writing
Syntax Morphology	✓	✓	✓	✓
Phonology	✓	✓		
Lexis	✓	✓	✓	✓

Figure 2

Modes of language use and skills may be divided into sub-systems, viz. phonology into individual sounds, patterns of stress, intonation, etc. The teacher should take up one thing at a time with proper context and situation (vide, LE Step I, Oral Lessons 10 & 11 and Lesson 13).

How language works for the learner

The learner uses the language basically by imitating what he hears from his teacher. Language works best with the learner when he has not to stop to think about it. Language learning is practice - oriented. In the classroom as little time as possible is to be devoted to discussing theories of language or theories of learning. But the teacher must have an awareness of how language works. He should have knowledge about the mechanics of language. He must know that Syntax and Lexis have precedence over phonology in the process of learning a language. Sybtax and Lexis are components of learning material, while phonology is the medium through which Listening and Speaking skills are achieved. In the

case of Reading and Writing skills the medium is graphology (or, written symbols). Syntax and Lexis constitute the material part of learning.

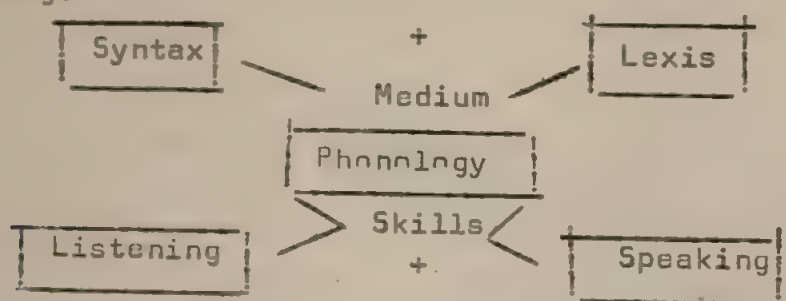


Figure 3

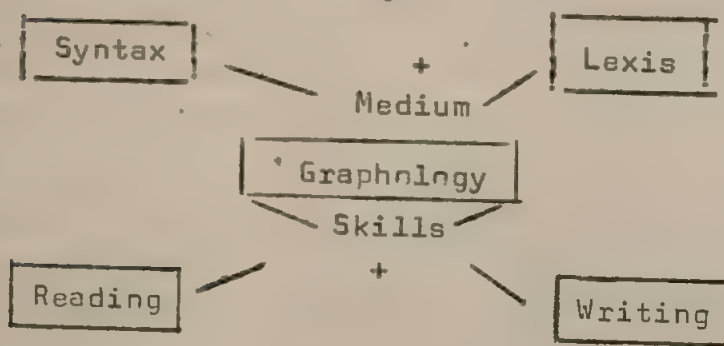


Figure 4

Linguistic Skills developed through FC Method

Four skills of communication are encouraged by the FC Method. Two are receptive : Listening and Reading. Two are productive : Speaking and Writing. But the order in which the skills develop in the learner is : Listening, Speaking, Reading, Writing (LSRW). Listening and Speaking have precedence over Reading and Writing. The reason is that the interlocutors have face - to - face linguistic exercises. There is always immediacy of verbal exchanges in Listening and Speaking. But in Reading and Writing the linguistic exercises involve no face - to - face interactions, nor any immediacy of verbal exchange. The writer produces his material (or, text) at a particular time and in a certain place. The reader may receive the material (or the text) at another time and at a different place. In language learning direct interaction between the teacher and the learner encourages the actual use of the language by the learner. Situation or context serves as a potential impulse for the practical use of the language.

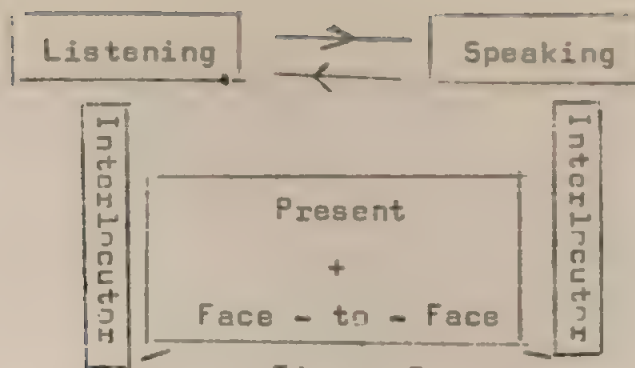


Figure 5

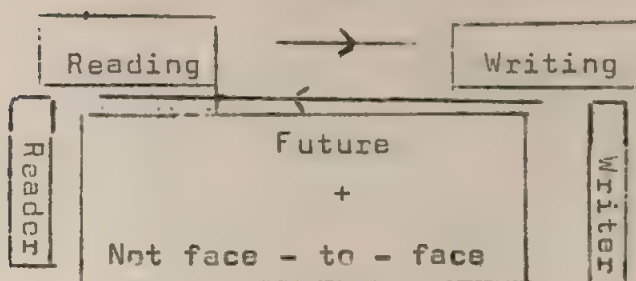


Figure 6

In the FC Method the objective in the Indian context (vide Prologue) is to give high priority to Reading English. Skills of Listening and Speaking require oral preparation. Reading is also an oral activity. Silent reading is the ultimate aim of developing reading skill, but loud reading at the initial stage is an automatic follow - up oral - aural practice.

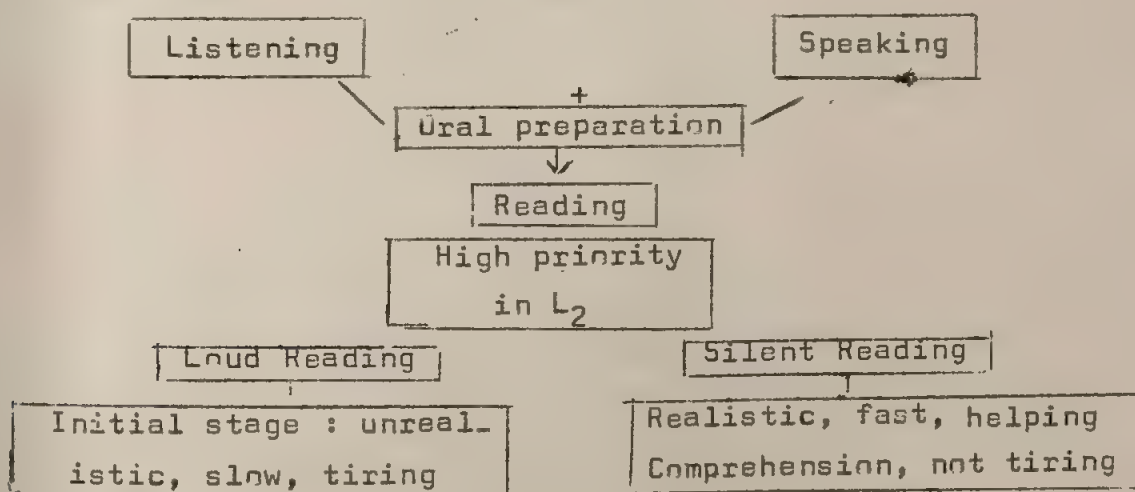


Figure 7

Teaching - Learning in the FC Method

The teacher presents the materials for learners to use the language. The course books (LE, Step I - IV) offer him readymade linguistic materials which he is to throw before the learners with adequate situational motivation and contextual framework. The 'Presentation' part should not consume much of the class hours. 'Practice' by the learners and subsequent 'Application' of the

linguistic material should occupy the larger share of the class hours. There should be a 'Testing' or diagnostic activity to ascertain the linguistic lags of the learners. Finally, there should be a remedial exercise for removing the lags. One quarter of the class hours may be engaged for Presentation, two quarters for Practice and Application and the fourth quarter for Diagnostic and Remedial.

Class hour = 1

0.25	0.25	0.25	0.25
Presentation	Practice	Application	Diagnostic Remedial

Figure 8

CHAPTER III

Oral - aural skills : Elementary Stage

Linguistic skills are to be developed by doing things in the classroom situation. The skills to be acquired by the learners are listening and speaking in the initial stage (vide the Introductory eleven lessons in LE Step I). Emphasis on teaching or Presentation is minor here. The major emphasis is on Practice and Application, or in other words, learning. After a particular linguistic item is internalised well by the learner, he must be given an opportunity for application through different sets of situation or context. Diagnostic and Remedial activities are very important at this stage. Any linguistic mistake or error may get internalised in the learner's language habit. Once it is deeply rooted, the teacher will have really tough time to get it uprooted at a later stage.

Oral teaching : structures and vocabulary

In developing oral - aural skills structures and lexis (vocabulary) are to be taken up in meaningful situations. Creating situations in the classroom for language activities means bringing the outside active world within its four walls through pictures, drawings on the blackboard, miming actions through gestures, etc. A real - life situation is to be simulated by the teacher which W.A. will excite the learner to communicate (vide LE, Step I, Introductory Lessons 1 - 6, 14 - 16).

Oral teaching : grammatical items

Grammatical items may be presented to the learners for their use through the simulation of provocative situations in the following ways :

- (a) showing objects, performing actions, using non -
W.A. verbal and verbal contexts (vide LE, Step I, Introductory Lessons 1 - 6)
- (b) showing pictures, maps, charts or diagrams (vide LE Step I, Lessons 14 - 16, 18, 19, 21, 22, 26, 27, 44, 48)
- (c) drawing matchstick figures on the blackboard (LE Step I, Lesson 24)
- (d) Language games (LE Step I, Lesson 23, 31, 32, 50).

Situational Teaching : the Classroom, the classroom window and the Teacher's Bag

Teaching L₂ in FC Method becomes natural, meaningful and realistic

contd...

if the teacher can simulate situations which may concretise language activities. Situations are 'a set of circumstances' that excites language - use. J. A. van Ek (the writer of the Threshold Level English series) defines situations as "the complex of extra - linguistic conditions which determines there nature of the language - act. The teacher can create situations in a number of ways :

- using real objects of the classroom : desk, chair, wall, door, window, floor, etc.
- taking real objects from the teacher's bag : small stones, big stones, tins, caps, pots, knives, etc.
- the classroom window (a device to let the outside world come inside) : tree, sky, clouds, bird, etc. Grammatical structures like 'There is _____', 'They are _____' can be concretised and demonstrated
- pictures in the classroom : depicting objects, actions and their attributes (use of adjectives and adverbs is learnt through inspiring situations)
- gestures by the teacher and the pupils : putting four books on the table and taking one by one and saying. 'This is a book'. Taking together, 'These are books'
- using matchstick figures and miming actions : walking, sitting, standing, etc.
- using verbal situation : use of 'everyday'. Teacher to draw the learners' attention to his time of arrival at school. 'I came to school at 10 o'clock on Monday. I came to school at 10 o'clock to-day. I come to school at 10 o'clock everyday.
- use of formulas and instructions : (a) words and phrases of high frequency, 'good morning', 'good afternoon', 'hello', 'good bye', etc. (for personal touch, address can be made as 'boys', 'girls', 'children', 'Amal', 'Sima', etc.) (b) 'Please', 'thank you', '(very) good', 'how are you ?' 'very well', 'Sir', 'Ma'am', 'Miss', 'sorry', etc. (c) Question - answer dialogue, a daily drill : 'What is to-day ?' 'To-day is Monday' (d) Instruction words : 'Listen', 'repeat', 'stand up', 'sit down', 'come here', 'read', 'write', 'again', 'louder', 'Listen, don't speak', 'listen and repeat', etc.

4. A. \angle In LE Step I all the fifty lessons present teaching - learning materials with adequate situations and contexts. The teachers can make learning more interesting and enjoyable for

the learners by innovating situations that suit their classroom atmosphere best.]

Practice

After a linguistic item is presented with adequate simulation of situation, the learners should have some oral practice for internalising the concerned linguistic pattern. 'Drills' ensure best practice. The teachers should see that drills are not reduced to drab mechanical repetitions. They should be enlivened with adequate situational framework.

Types of Drills

'Drill' means practising a linguistic pattern to the extent that it can be performed 'automatically' by the learners. Teachers should observe three things when doing drills with the pupils :

- (a) For creating confidence in each and every learner in the class, the teacher should start with chorus and then pass on to groups and individuals.
- (b) The teacher should not express disgust or resentment or be 'cross' with the students, if they err. Drill is a method of teaching, and not a method of testing. Encourage even the most erring learner to participate in drills with confidence.
- (c) Students should use objects and pictures, perform and mime actions when drilling. These, besides giving a situational framework to drills, make drills good mnemonic exercises and exhort students to verbalise situations.

(i) Repetition Drill

It is the simplest drill. The teacher says a sentence, the pupils repeat it in chorus. The teacher's utterance must be perfect in stress, rhythm, intonation and pause so that the pupils may acquire correct pronunciation by just imitating the teacher. The teacher holds a book in his hand and each pupil holds his own :

Tr. (pointing to his book) This is my book. (He may point to himself when saying 'my')

Ps. (in chorus) This is my book. [Later it may be an individual drill]

W. A. [vide LE, I, Lesson 17, Drills may be devised by the teacher.]

contd...

(ii) Single Substitution drill

The teacher asks the pupils to substitute the word he uses with the word he gives. [The substitution may be demonstrated with an object]

Tr. This is my book. Pen.

Ps. This is my pen.

Tr. Pensil.

Ps. This is my pencil.

W. A. [vide LE, I, Lesson 20]

(iii) Double Substitution Drill

The teacher gives two substitutes for a single pattern :

Tr. This is my book. That / pencil [pointing to the actual object]

Ps. That is my pencil.

Tr. This / bag [pointing to the actual object]

Ps. This is my bag.

W. A. [vide LE. I, Lesson 38, 39]

(iv) Multiple Substitution Drill

The teacher says a sentence and gives a substitute. A pupil answers.

The teacher gives another substitute. Another pupil answers. The process continues. It also offers a good practice in careful listening. Pre-planning for all the substitutes is necessary :

Tr. This pencil is in my hand. Your (pointing to himself)

P₁ This pencil is in your hand.

Tr. Book (taking a book)

P₂ This book is in your hand.

Tr. That.

P₃ That book is in your hand.

Tr. Bag (putting the book in a bag)

P₄ That book is in your bag.

Tr. On (taking the book out and putting it on the bag)

P₅ That book is on your bag.

W. A. [vide LE, I, Lesson 20, 21]

(v) Modified Substitution Drill

Generally verb substitutes are used in this drill.

Tr. I saw a man. Meet

P₁ I met a man.

W. A. [The teacher may help the pupils understand the difference between 'see' and 'meet' by performing actions in the class. He will ask a student to go out of the class while he will be

coming in. This action may illustrate 'meeting'. He may point out to a man outside and observe him. This may illustrate 'seeing'. However, the teacher is the best judge to decide on ways of demonstration. He may use pictures as well.]

(vi) Concord Drill

The teacher's substitute requires the pupils to make some other changes in the given sentence for making a correct structure. The pupils learn the use of agreement between subject and verb :

(a) Tr. This is my book, Books

Ps. These are my books.

Tr. Pen

Ps. This is my pen

Tr. Pictures

Ps. These are my pictures

[The structures must be supported by demonstration of actual objects. If the stage of learning permits, the teacher may explain the changes and the rule of concord or agreement operating in the structures. The teacher should take care that he should concentrate on uses and not on the usage of formal grammar.]

(b) Tr. Ram is here. You

Ps. You are here

Tr. I

Ps. I am here

W. A. [vide LE, I, Lesson 22.

This drill is action - oriented. Changes should be explained to the pupils.]

(vii) Conversion Drill

Tr. This is Ram's house.

Ps. This is his house

Tr. Sita's house

Ps. This is her house

Tr. Mohan and Sita's house

Ps. This is their house

Tr. Mohan and Sheila's school

Ps. This is their school.

W. A. [vide LE, I, Lesson 34

Pictures may best provide the structures with situational frame.]

(viii) Completion Drill

The teacher gives a part of the sentence, the pupils complete it

using appropriate lexis and syntax :

Tr. this is

P₁. This is my bag.

P₂ This is my umbrella

P₃ This is Ram's garden

P₄ This is her sister

W. A. [vide LE, I, Lesson 18, 19

Highly demonstrative, the drill should be done with actual objects and pictures.]

(ix) Chain Drill

The teacher may explain the procedure in the mother tongue or in broken sentences and with gestures, actions and demonstration. Each pupil is to hold an object in his hand :

P₁ to P₂ : What's this ?

P₂ to P₁ It's my book.

P₂ to P₃ : What's this ?

P₃ to P₂ : It's my pen.

The drill is to continue till the last pupil has his say.

[Pictures may be used for this drill.]

(x) Question - Answer Drill :

Divide the class into two (or more) groups. One group will ask questions, another will answer. Then the process may be reversed.

W. A. [vide LE, I, Lesson 20, 21, 26, 27, 31, 38 - 42, 45]

Application

If the pupils can internalise the linguistic patterns (syntax lexis) taught to them, they can apply those in different situations and contexts. Internalisation is complete with the pupils' ability to apply the pattern learnt and practised in a completely new or varied situation. Teachers may devise their ways to present new situations at the application stage. Some are mentioned here :

W. A. (a) Showing new objects to test the pupil's ability to associate lexis with syntax.

(b) Demonstrating actions or gestures to test the pupil's ability to verbalise a non - verbal situation.

(c) Showing pictures of objects and actions to test his ability to use linguistic patterns.

(d) drawing matchstick figures on the blackboard for the same purpose.

(e) Verbalising a situation or a context to test the pupil's ability to non - verbalise it through actions and gestures.

[/A difficult thing, no doubt, but it helps pupils to get to the meaning of a linguistic pattern.]

(f) Miming for the same purpose as in (d) and (e).

CHAPTER IV

READING SKILLS

Reading presupposes ability Listening and Speaking. Hence the introductory eleven lessons in LE, Step I emphasise on Oral - Aural skills. Reading skills are to be developed stagewise. At the secondary level there are two stages. The first stage involves development of skills on the mechanics of reading. The second stage concerns those of comprehension.

Mechanics of Reading Skills

- proper eye movement (from left to right)
- proper eye - span (cluster of words at a time)
- translating visual symbols into sound streams
- associating meaning with the sound streams.

Comprehension through Reading Skills

- guessing meaning from context
- relating facts or establishing logical links of facts
- following the right sequence of events or logical order
- sorting out facts relevant to a particular idea.

Christopher Brumfit in Problems and Principles in English Teaching gives us a thumbnail sketch of the various aspects of reading processes and skills :

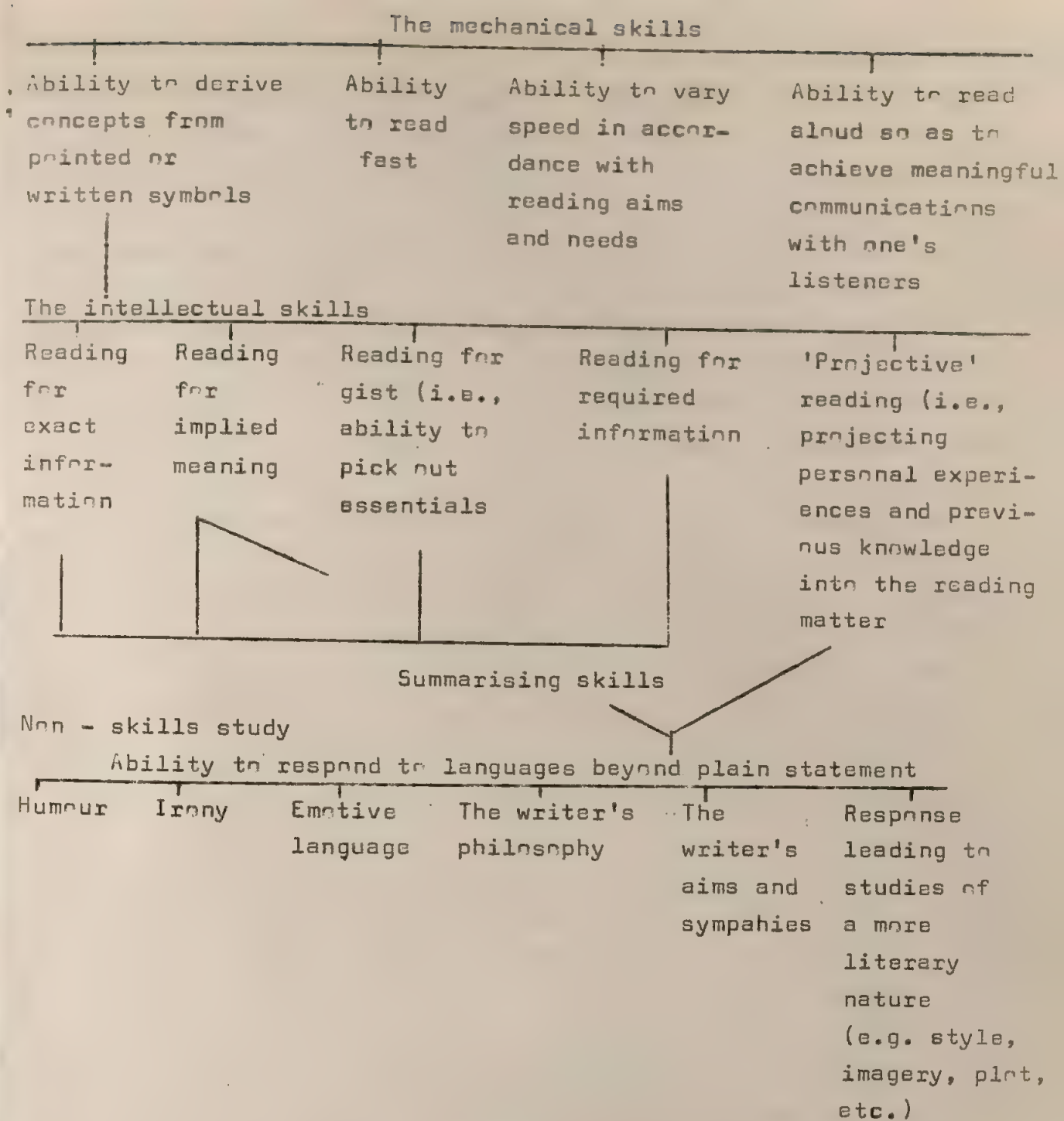


Figure 9

Brumfit's 'mechanical' and 'intellectual' skills are relevant to the stage of secondary education. The aspects of 'non - skills study' may be taken up from the Higher Secondary stage onwards. Of course, some of these aspects may be dealt with in rudimentary forms at the secondary stage. In fact, in LE, Step IV and V, there are lessons which touch upon some such aspects of 'non - skills study'. For instance, Humour, Irony, Emotive Language, and the Writer's Philosophy are quite obvious in *Base Institute* and *The Happy Prince*.

contd..

Pre - Reading Stage

This stage is an extension of oral - aural practice. Nothing which they have not already heard or spoken or been familiar with in any form should be given to the students for reading. Pre-reading activities may include these :

-- picture reading. This is of two types, hanging pictures and flashing picture. Picture reading works well with the learners after they have oral lessons of some structures and vocabulary. Unless of big poster size, the pictures cannot be seen by the whole class, particularly by a large class which is a regular.

W. A. phenomenon in the present day education system. In that case blackboard sketches may be very useful. These can be drawn enough for the whole class to see. Students are not critical of the artistic merit if the rough sketches help them to get on to the meaning. Teachers may learn to draw 'stick men' and other blackboard sketches from F. G. French's Teaching English as an International Language and Renshaw's Blackboard Drawing.

-- pinning sentence strips underneath the pictures so that the

W. A. pupils may construct meanings from the pictures, for reading does not simply imply word - recognition, but understanding the whole meaning that the written symbols release.

-- after the pupils have some practice of linking pictures to

W. A. sentence - strips, the pictures may be removed. The pupils will then read in chorus, groups, pairs and individuals only the sentence - strips.

-- shuffling the sentence - strips and flashing them before the

W. A. pupils, their reading speed may be developed.

Example : The simplest forms of the method is : pictures of four or five boys / girls separately hanging on the wall, below these sentence - strips like : This is Ram / This is Rahim / This is Seema etc. From simple to difficult grammatical structures may be covered through this method.

Types of flash cards containing words or sentences

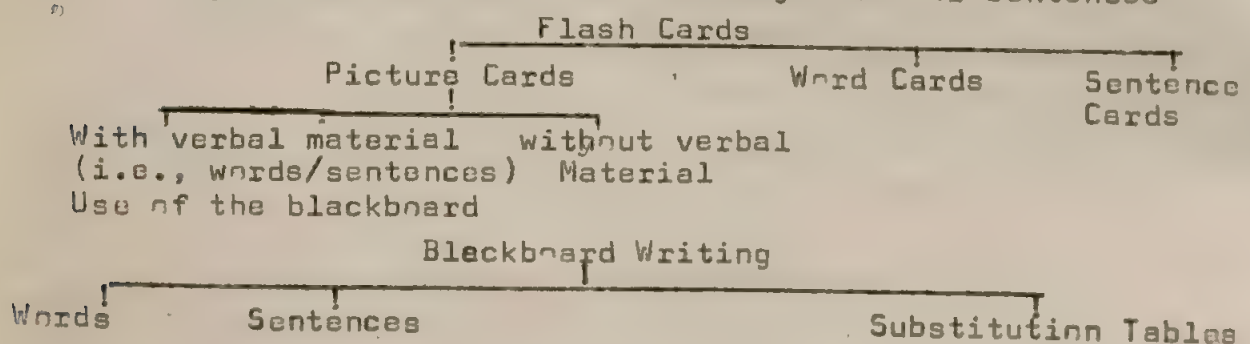


Figure 11

Matching Exercises

W. A. These are very useful at the lower level (pre - text - reading stage) :

- (a) Pictures will be hung up on the board / wall. Sentence - cards will be given to the pupils. They will read the cards and match them with the pictures. May be group / pair / individual work.
- (b) The process may be reversed. Pupils may be given pictures which they will pin against sentence strips hanging on the wall.
- (c) Pictures and sentence cards may be haphazardly arranged for the pupils to set them right.

Use of Coloured Chalks

For highlighting characteristics of different linguistic patterns coloured chalks may be used. This is a good mnemonic device and a booster to the pupil's reading skill. But coloured chalks should be chosen judiciously, otherwise any colour chaos may lead to linguistic confusion.

The Reading Process

Dr. Michael West mentions five stages in the reading process in Language in Education (Chapter, The Psychology of Reading), viz., word recognition, word interpretation, synthesis, grouping and skimming. (vide Mechanics of Reading Skills and Comprehension through Reading Skills above) Word - recognition means a knowledge of the individual words, their spelling and pronunciation. Word - interpretation implies the meanings of the words. Synthesis involves recognising words in groups. Grouping words is to interpret their meaning in proper relationship or grouping meaning contextually. Skimming is the process of focussing attention on the essential points and getting the meaning.

W. A. [Teachers may scan the 'Contents' of all the five Steps of LE to see how these five stages of Reading Process have been dealt with in a graded way.]

Intensive Reading and Extensive Reading : Scanning and Skimming

Intensive and Extensive readings are conditioned by the kind of the text. For instance, instructions about handling a machine require intensive reading. Here particular attention to every word is necessary. Whereas, stories or narration or reporting may call for extensive reading. Pointed attention to every word may be required at some places of the text, but in general such texts

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require fast reading and skipping unnecessary details. Intensive Reading involves scanning of important information and Extensive Reading implies getting the essential idea or gist of a text.

(L E Steps I - III concentrate on intensive reading or reading for scanning information. Slow, silent reading is the major emphasis. But in L E Steps IV - V the learners have materials for extensive reading as well. Reading for getting an overall idea is W. A. now emphasised. The teachers may examine the areas where the two types of reading, intensive and extensive, are applicable.)

Speeding up Reading

The ultimate aim of reading is to develop skill for reading groups of words or 'Sense groups' rather than reading 'between the lines'. Fast reading should be encouraged after three years of studying of English. M. Macmillan in his occasional paper (British Council) on 'Efficiency in Reading' refers to the distinction made by Fry between different speeds of reading. The slowest is study speed, used for reading difficult material and 'to obtain a high degree of comprehension, particularly if retention of data is intended as well'. The second is average reading speed appropriate for the reading of, say, novels and newspapers, or of other material when all that is to follow the train of thought'. The third speed of reading is skimming, the fastest speed used to cover material quickly when the aim is not a high degree of comprehension, but a rough impression of what the text is about. The acquisition of these reading skills cannot be left to chance.

A simple technique of speeding up reading is to place a card as wide as a page and place it below one print line, read it quickly remove the card a little below for reading the second line of print. In this way reducing the reading time from four minutes a page to two minutes a page may be possible. Speeding up may adversely affect comprehension. To guard against this, some questions on the important items of information in the page read out may be asked. Francis Grellet in Developing Reading Skills (C. U.P) suggests some ways to develop word - recognition and word - comprehension speed. Some exercises may be done as quickly as possible and timed.

(a) Underline the word which is the same as the first one given.

cat	cab	told	bold	way	may	kill	still
	cut		told		ray		hill
	cap		hold		way		pill
	cat		bolt		day		kill

(b) Go through the series of expressions below. Underline the word that differs in the second expression.

cat nap	cat nap
well paid	well said
old looking	cold looking
one - way	one day
happy few	happy few
self - taught	self - caught
he's bound to see the lamp	he's bound to see the lamp
Can you heat the tin ?	Can you hit the tin ?
You started the party	You started the party

(c) Decide whether the following words have similar or different meanings

cry	weep
laugh	whisper
finish	stop
help	assist
avoid	warn
menace	threaten

(d) Find the word which means the same thing as the first mentioned

Wood	Oak	grab	hold
	tree		snatch
	forest		leave
	land		give

(e) Which of the following words should complete the sentence ?
----- in poor neighbourhoods usually charge high prices.

i) The police ii) districts iii) shops iv) books.

(f) Some of the following sentences contain a mistake. When this is the case, underline the word which should be changed.

---- If you want to sew this dress you'll need some soap and a needle.

---- Developing countries often lack badly - trained teachers.

---- If you get lost in the jungle, you should always try to follow a river, it will lead you back to the wilderness.

✓ Teachers may examine the lessons in L E to see the
W. A. methods used and suggested for developing reading speed. ✓

Silent Reading

After the pupils are able to read aloud reasonably well, silent reading should be encouraged. Silent reading helps better comprehension. Silent reading is the really receptive activity. Loud reading after the initial stage involves productive activity as uttering a text is a speech - activity. Silent reading may start with matching exercises. Pupils may read silently words and sentences and have some matching exercises given in the Coursebook or the teacher devising them. The teacher may ask them to read their solves aloud to see that they have mastered reading. Silent reading skill can be developed by flashing Command Cards to the pupils who will read them silently and perform what is told in the cards :

Samir, go to the door

Uma, come here

Rahim, give your pencil to Dipak.

The advantage of Command Cards is that while the pupil who is addressed performs the deed, all the classes have the practice of silent reading. The speed of silent reading can be increased by gradually reducing the flashing time and making instructions more and more elaborate. The whole thing can be presented to the class in a sort of playway method. Building up the Pupil's Dictionary may be another device for silent reading. Pupils should have small notebooks where they will write at first 'content words'. (e.g., train, bell, apple, etc.) They are to arrange the notebook in alphabetical order reserving a few pages against each letter. It should better be a homework which the teacher should check periodically or at the end of each lesson. Dictionary making also helps the pupils to acquire correct spelling habit.

John Munby in Communicative Syllabus Design (C. U. P) gives us a list of a variety of skills reading involves. The main ones are mentioned below. Teachers may examine how these are covered in the different steps of L E and may discuss their specific problems in teaching these in classroom activities.

- Recognising the script of a language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances
- Understanding the relations within the sentence
- Understanding relations between the parts of a text through

lexical cohesion devices

- Understanding cohesion between parts of a text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognising indicators in discourse (i.e. discourse markers)
- Identifying the main point or information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarise the text or an idea
- Selective extraction from relevant points from a text
- Basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display

W. A. [Teachers may examine how these skills are covered in a graded way in all the five Steps of L. E. This study will help them to settle the objective of the lessons and the suitable methodology for teaching - learning suggested in the Teacher's Manuals.]

NOTE - making : a subsidiary skill of reading activity

This is essential for recalling salient facts from a lengthy text.

The note - making process involves in the main

- (i) making chapter and section headings for grasping the main ideas in a text
- (ii) framing questions on key - points and finding out answers from the text.
- (iii) paragraph - study : the first and the last sentences often contain the main points.

W. A. [Teachers may examine how the lessons and the exercises in L. E help the learners to master the note - making techniques.]

Reading longer passages : a formula

In short the formula is 'S Q 3 R'. This, in fact, summarises the activities involved in reading. First, have a quick survey (S) of the text. Reading quickly the key words and phrases an overall idea of the context can be made. This is nothing but skimming the text.

The second step is to frame some questions (Q) answers to which focus on the main points of the text, the wheat without the chaff.

Then comes reading (R) for the third time for making notes on the key points. Then revision (R) is necessary for studying the links in the key points. And finally, reciting (R) or memorising the points for future use is a must.

CHAPTER V

WRITING

Writing - Writing integration

Writing has its own rules and conventions of which a good Course - should take account. Writing is not speech written down. Writing oral drills and doing written grammar exercises do not simply improve writing ability. Such things may develop the learner's ability to spell sounds. But this is far from producing coherent written texts following the conventions of writing. The learner can become aware of the nature of written text by reading good models of written English. His awareness about conventions of writing may be developed by focussing his attention on the significant features of model written text. The next stage is to activate him to write model, controlled text by himself. He will work on different composition, but on the basis of the same written model he has fully studied as a reading exercise. In this way reading and writing exercises should be integrated. In the first three Steps various types of reading skill are done in the Lessons and exercise appended below these. Through these the students can learn the significant conventions of writing and can drill them through exercise items. In the fourth and fifth steps organising written texts have been taken up with each lesson. Some controlled writing exercises have been given for the learners to practise.

[Teachers may study the task types and help the learners to master writing conventions by doing the exercises after careful study of those in the appropriate lessons in the Course books.]

Mechanics of Writing

- Right shapes of letters. For this proper hand movement is necessary (easy and fluent hand movement from left to right)
- Right and equal spacing between letters / words / lines
- Use of capital and small letters
- Use of punctuation marks.

Production of Writing : prose composition

- Perception of the situation conditioning written composition
- Writing is externalising the internal speech or thinking. This process of externalising involves : (a) Correct spelling. (b) Organisation, i.e., inter - sentence or intra - sentence or intra coherence, (c) appropriate vocabulary.

as in Writing

(1) Sentence - writing : use of phrase - cards

Parts of sentence written on separate cards by the pupils. They will copy the whole sentence after arranging the phrase - cards in order. This exercise helps pupils to sensitive structures.

in my bag is My book .

(2) Sentence - writing : Word - cards

After enough practice of (1), separate words on separate cards may be given to pupils to arrange them in proper sequence and copy the sentence thereafter.

book is my in my bag .

(3) Making sentences from the Alphabet : Sentence - Cards

A card containing a sentence is given to pupils. They have with them 8 / 10 cards for each letter of the alphabet. They arrange the letters to make the sentence written on the card. After the arrangement is complete, pupils will copy the sentence. This exercise helps developing good spelling habit as well.

(4) Dictation of words / sentences

This can be taken up after the pupils are able to write words reasonably correctly

(5) Producing sentences by the pupils : use of non - linguistic stimulus

The teacher gives instruction in M.T. Then he gives some visual or non - linguistic stimulus. Pupils will write a sentence out of the given stimulus, e.g.,

Instruction in M. T : Look, what I am doing. Write a sentence describing it.

Stimulus : The teacher from a distance points to the book on his table and then touches himself.

The pupils' response (written) : That is my/your book

The non - linguistic stimulus includes gestures, mimes, pictures, matchsticks, figures, etc.

Components of Writing

The basic components are :

- (a) clear perception of the situation (both mental and physical) by the pupils
- (b) adequate structure and vocabulary at their command
- (c) their ability to organise informational points : sense of coherence or logical sequence

(d) correct spelling of words

Controlled composition at the initial stage can help the pupils achieve these components of writing.

Teaching Controlled Composition

(a) Copying from the flash cards and blackboards [See (1), (2) and (3) above.] (b) Writing answers to questions on the blackboard.

Questions are written on the blackboard in the form of a paragraph.

Questions should be set with a situation or context in mind. The pupils are to write simple factual answers. 'Yes' - type answers won't do, e.g.,

Questions

Is it Sajal's book ? Is it red ? Is it on the desk ? Is it open ?
Is he reading it ? Is it thin ?

Answers

This is Sajal's book. It is red. etc. etc.

[The teacher may cluster together such Question - Answer W. A. exercises in the L E on the basis of their functions and see how they help the learners develop writing skills.]

(c) Arranging Jumbled Sentences

The teachers should jumble up sentences which, when arranged in proper order, will describe a situation the pupils are familiar with. The sentences should be numbered so that the pupils will first order the numbers and then copy the sentences in numerical order.

W.A. [Vide L E, I, Lesson 29. Jumbled sentences exercises are good for the function of describing a process.]

(d) Substitution Frame

The pupils are to select from a number of substitutes in one column and write sentences that form a suitable situation :

I am	Bimal	My	father	is Mr.	Kamal Roy	and my
	Uma		uncle		Amal Saha	
mother is	Mrs. Santa Roy	Kajal	is my	friend	His	
aunt	Mrs. Sumita Saha	Arun		cousin	Her	
		Uday				
friend is our	doctor	My	father	is	Kajal's	
uncle	milkman		uncle		Arun's	
father					Uday's	
mother						
aunt						
teacher He	is my	teacher	too	Kajal's	friend	
Head-		Head		Arun's	uncle	
master		master		Uday's	father	
					mother	
					aunt	
is	kind	and my	father	is	kind,	too
	good				good,	
	happy				happy	

(e) Rubbing out and filling in the blanks : CLUZE

A composition is written on the blackboard. A few words are rubbed out. The pupils are to fill in the blanks. A few more are rubbed out. The process may continue. The deletion should be done in a way that the pupils can find the rationality of the total meaning of the passage interfered with. The technique is called Rational Deletion or Cloze exercise. Both grammatical and vocabulary items may be missed out. But it is better not to mix up both in the same passage. Missing out too many words or items may be confusing for the learners. The beginning of the passage must clearly introduce the subject before words/items are missed out. One example : Everyday thousands of people jog. Why has jogging become so popular in England ? John Bates, who is thirty - five years old (1)works in an office, began jogging (2).....few years ago because he felt (3).....was too fat. At first he (4).....only run about 100 metres, and (5)was almost three months before he (6).....able to run 5000 metres. But two years (7).....he ran in the London marathon race, a distance of about 42,000 metres ! Jogging is a cheap sport, and (8).....about nothing. But you will need a pair (9).....good running shoes.

shoes to protect your feet, legs and back from (10)shock of running on hard roads.

(f) Paragraph modification : Parallel Writing

(i) Description of something/some person written on the blackboard. The pupils are to describe some other thing / person following the model given with some minor modifications.

W.A. (Examples of parallel writing are abundant in the Exercises in L E. particularly in Steps IV and V. One such is a short biographical sketch of a person of the pupil's acquaintance on the model of the Lesson on Sudha. The teachers may be asked to single out others such writing exercises in L E)

One example :

Baharampur is a big town in the district of Murshidabad. It is on the river Ganga. It is not far from Calcutta. The town has a wide main street, with a big square field, a town hall and a large tank. There is a large supermarket in the town centre and many smaller shops and cafes. Most people here work in schools, colleges and offices.

* * *

Write a simple paragraph about Chhandar. Use these notes :

Chhandar - small village - in the district of Bankura - narrow street two or three or four shops - a small railway halt - temples and ponds. Most people, farmers and handicraft workers. Grow vegetables, wheat. Make burnt - clay - models.

* * *

Now write about your own town or village.

(ii) A situation is described / written on the blackboard. The pupil are to describe / write another situation by changing grammatical structures like present tense verbs into past tense verbs, singular nouns into plural nouns, first person pronouns into third person pronouns, etc. One example :

Samir enjoys playing football and reading adventure stories.

Write a true sentence like this about yourself.

(g) Paragraph Organisation : Use of cohesive devices / linkers In Lesson 29 of L E Step I and Lesson 5 of L E Step III use of cohesive devices / linkers (first, then, next, now.

W.A. etc.) has been dealt with. The teachers may examine the different lessons and exercises to find out such paragraph organisations. They may also study the functions of the language which require special emphasis on organising paragraphs by using similar devices. An example for advanced students is given here.

Teachers should devise easier examples.

The following sentences, if put in the right order, may form a paragraph. Decide on clues that ensure the order. Put within the box the number of the sentence in the right order.

They had followed him into a multi - storied car park where he had left his car while attending an evening course.

They made off with £ 50 in cash, leaving the driver bruised and cut

A man was beaten and robbed by two thugs in Bond Street on Wednesday evening.

The victim, from Wembley, had just sat in the driving seat when two men wrenched open the door, pulled him to the ground, punched him, and stole his wallet.

One was wearing a gold chain around his neck

Anyone with information should contact their local police station.

The attackers were both between 18 and 20, of medium height, and were wearing dark sunglasses and dark jackets. The other had three gold ear - rings in his left ear.

(The teachers may discuss the ways to decide on signal words for ascertaining the position of a sentence. This may be a pair work. The teachers are to examine the role of indefinite article, definite article, compound subject (two thugs), pronouns, nouns, etc., as cohesive devices or linkers for coherence.)

(h) Acting and Narrating

A pupil does something. Another narrates it. The teacher writes the narration on the blackboard. Thus a small situation is enacted, narrated, written. For example,

Samir : I'm going to Uma's seat.

Raghu : He has Uma's book in his hand (The teacher writes it).

Raghu : He is giving it to her, (The teacher writes)

Raghu : He is giving it to her. (The teacher writes)

Raghu : He is coming back to his seat now. (The teacher writes)

(i) Substituting the paragraph on the blackboard

The pupils are to substitute words in writing from the paragraph as produced through the situation in (h). The teacher is to give the substitutes.

For 'Samir' the name of any other pupil may be used.

For 'going' the substitutes may be : walking, moving, running,

riding.

Uma's seat : his / her friend's house, doctor's clinic, teacher's school, mother's kitchen, father's office.

Uma's book : any other name + any other noun.

in his hand : any appropriate prepositional phrase, e.g., on his back, head / shoulder; in his pocket / bag; under his arm.

seat : house, room, class, shop, desk, chair.

(j) Mime

(i) The teacher mimes an action. The pupils describe it. First some oral practice, then writing.

(ii) At a later stage, the teacher may mime a series of actions and the pupils will write them in the sequence they are mimed. Here, also, writings should be done after some oral practice.

Types of writing

In LE varieties of writing have been included so that the learners may have a fair idea about the different functions of language when they apply their linguistic ability. The West Bengal Board of Secondary Education published in 1988 Sample Questions and in 1989

W. A. More sample Questions. The teachers may see how the Course books and these sample question papers include the following types of writing activities :

- (i) narrating or retelling stories or events
- (ii) giving instructions
- (iii) reporting conversations in a summary form
- (iv) writing descriptions of places, persons, objects, etc.
- (v) describing a process
- (vi) writing applications, invitations, letters of requests, complaints etc., reply letters to penfriends in other states or abroad
- (vii) summarising information, facts, etc.
- (viii) defining, exemplifying, explaining
- (ix) categorising, classifying
- (x) transferring information from tables, charts, diagrams, illustrations, pictures, etc.
- (xi) assessing characters, books, etc.
- (xii) critically appreciating stories, poems, etc., at an elementary level.

CHAPTER VI

Error analysis : Diagnostics and Remedials

In communicative syllabus 'fluency' is the main objective so far as the four skills (LSRW) are concerned. But 'appropriacy' and 'correctness' are no less important. The correction of errors play a major role in most language courses. These courses are primarily aimed at the creation of language knowledge through learning rather than acquisition. The correction of errors is intended to help the students adjust their conscious mental picture of the rule.

Enthusiasm for writing can be stimulated if the fear of making mistakes is dispelled. The teachers should not regard mistakes as invariable signs of failure, but rather as indicators of faulty concepts which need correction. In fact, mistakes are valuable diagnostic aids. For remedial reasons, students (particularly in higher classes) should not erase any mistakes, but rather draw a light line through the words to be changed and write the correct forms above them. The teachers should take a sympathetic view of the learners' errors keeping in mind that everybody has his Achilles' heels so far as the acquisition of the second language is concerned. Diagnostic Evaluation of Writing Skills (DEWS) : a framework of error analysis (Tables are prepared after Eva S. Weiner's book, Writing)

Since the goal is to improve language performance, errors should be identified and analysed so that remedial measures can be taken.

DEWS criteria may be divided into five categories : graphological, orthographical, phonological, syntactic, semantic. In the remedial part some rules are discussed not for rote verbalisation by the learners, but with concrete examples of actual error habits the teachers must remember that here also practice makes perfection. Self-correction or self-monitoring by students with the teacher available as a consultant may help them develop reasoning skills which stimulate language skills. For detection of mistakes and errors three methods may be followed :

- (i) revision of the writing by the student,
- (ii) reading out the writing to the teacher.

These two concern basic self-correction. The third is a mutual attempt by the teacher and the learner :

- (iii) the teacher may read the incorrect portion of the writing exactly as it is written. If simple reading does not produce the

desired effect, the teacher may put leading questions to the perfect student for suggesting necessary clues for detection and correction. This sort of error detection and correction of errors jointly by teacher and the learner may reduce the workload of the former and induce better learning for the latter.

Graphological Irregularities

1. Excessive pencil pressure
2. Letter formation ambiguities
3. Capital and small letter mixture
4. Size or spacing irregularities
5. Off-line writing
6. Margin-slant or crowding.

Diagnosis : excessive pressure and line crossing.

Inability to control the small muscles of the fingers might result in crossing the line marks or writing with excessive pressure.

Remedial

With a thick pencil or a three-sided plastic gripper better control of the pencil is possible.

Letter formations : deformities

Diagnosis

Uncertainty about letter formations induces the learners to resort to multiple erasures and deliberate ambiguity. Capital and small letters are substituted at random. Turnings of b, d, p, q, g are often confused.

Remedial

Letters should be retaught with emphasis on differences rather than on similarities. In b and p the perpendicular line moves towards opposite directions. This difference can be reinforced with the following mnemonic :

Bees (b's) fly up in the air and peas (p's) grow down into the ground.

Spacing

Diagnosis

Crowding of letters, extra-spacing between words, margin slant or crowding - all these suggest spatial problems.

Remedial

Cursive writing can give the learners a fair idea of spacing between letters and between words. Both left and right side margins can make the learners conscious of keeping margins.

Orthographical errors

1. Reversals and Omissions : Diagnosis

For students who are not attentive towards the internal structure of words faulty sequencing and omission of letters are regular features. For example, problems, rainbow, risks become problems, raibnow, risks. Even the same word is spelt differently in the same paper. Omission of one consonant in a three-consonant cluster (spl, spr, str) is a regular problem with the learners.

Remedial

Spelling by syllables can reduce such errors. Spelling rules are easier for understanding with groups of words that illustrate the rule. Student may be encouraged to formulate their own mnemonic devices. In three consonant clusters often one consonant is overlooked to the risk of confusion with another word. When 'string' becomes 'sting', the change really pricks. A mnemonic table with the full words and their 'curbed' forms can help the students remember the respective words through a study of contrast.

splash	- slash	string	- sting
split	- slit	strip	- trip
spray	- pray	strain	- stain
sprint	- print	strand	- stand
sprout	- spout	strap	- trap
stray	- stay	streak	- steak
stroke	- stoke	struck	- stuck

Some words with three consonant clusters, when misspelt, do not represent any meaningful word ; spread, spree, spring, strict, stride, strife, strike, stripe, strive, strategy, straw, strength, stress, stretch, strong, structure, struggle, strut, etc.

2. Doubling Final Consonants

Diagnosis

Students confuse doubling of final consonants mostly out of lack of awareness about the doubling rule in its entirety.

Remedials

Better to provide the students with mnemonic tables emphasising the rules for their ready reference.

One syllable words

Word	+ed	+ing	+s
hop (ending in vowel and a consonant)	hopped	hopping	hops

word	+ed	+ing	+s
stoop (2v + 1c)	stooped	stooping	stoops
thank (1v + 2c)	thanked	thanking	thanks
will (1v + 2c)	willed	willing	wills

(v = vowel, c = consonant)

Two syllable words with accent on second syllable

Word	+ed	+ing	+s	+al
occur	occurred	occurring	Occurs	
prefer	preferred	preferring	prefers	
deter	deterred	detering	deters	
refer	referred	referring	refers	referral
confer	conferred	conferring	confers	
regret	regretted	regretting	regrets	

Two syllable words with accent on first syllable

word	+ed	+ing	+s	+ence
offer	offered	offering	offers	

reference

preference

3. Errors in 'ie' and 'ei' spellings

Diagnosis

Unfamiliarity with the rule and its exceptions and mostly inability to apply the rule are the reasons why the students do blunders in this area. The rule is pretty well known -

'i' before 'e', except after 'c'.

or when pronounced 'a'

as in 'neighbour' and 'weigh'.

Grouping table may help the students' memorisation. The students can invent their own mnemonic tricks.

ie	cei	ei (pron. as 'a')	ei exceptions
pie	receive	eight	foreign
piece	receipt	neighbour	sovereign
lie	ceiling	neigh	forfeit
die	deceive	weigh	counterfeit
tie	perceive	deign	heifer
believe	conceive	feign	sleight
belief		reindeer	either

wield
yield

rein
heir

neither
seize

4. Errors in changing 'y' to 'i' and 'ie' to 'y'

Diagnosis

Three types of errors in this area :

- (i) error in changing 'y' to 'i' before an ending
- (ii) error in retaining 'y' before 'ing'
- (iii) error in changing 'ie' endings of verbs to 'y' before 'ing'

Remedials

Information as regards these changes should be grouped in a table. Students may add to the list. They may write sentences with words involving the rules which may help them apply the spelling rules.

y - i changes		
y changes to i	y before -ing	ie verbs
pretty - prettier	buy - buying	die - dying
try - tried	try - trying	tie - tying
pity - pitiable	pity - pitying	lie - lying
city - cities	cry - crying	vie - vying
pay - paid	say - saying	
say - said		

5. Errors in spellings for '-er' sound

Diagnosis

As '-er' sound has a good variety of spelling representations, students often confuse its spelling variables.

Remedials

As against the ten varieties of spellings representing the '-er' sound, students can hardly remember five. A mnemonic sentence containing words with all ten '-er' sounds can help students to list additional words with similar spellings ; Myrtle heard afterwards that her first work journal burned in the cupboard of the colonel.

Myrtle	heard	afterwards	her	first.
myrrh	early	backward	coercion	bird
myrtaceous	earth	circular	cover	birth
myrtle	learn	forward	fertile	firm
	pearl	dollar	interval	girl
		liar	liberty	squirrel
		orchard	nerve	stir
		popular	person	third
		sugar	stern	thirsty
			verb	thirteen

work	journal	burned	cupboard	colonel
accessory	courage	burst	starboard	colonels
doctor	journey	curly	larboard	colonels
history	sojourn	current		
neighbour	tourniquet	hurt		
odour		nurse		
through		purse		
visitor		saturday		
word		surplus		
worm		surprise		
worth				

6. Multiple spellings for the same sound represented by e, aw, u

Diagnosis

Such errors occur because of the students' unawareness of multiple spellings for the same sound.

Remedials

Preparing a mnemonic table with words spelt with two representations of e sound (ee, ea), two of aw sound (aw, au,) and two of u sound (u, o), Students are to add to the list :

ee	ea	aw	au	u	o
beet	beat	raw	fault	fun	above
seem	dream	saw	hault	up	love
meet	clean	brawl	haul	much	one
sleep	streak	jaw	flaunt	lunch	of
sleeve	leave	awful	taunt	gruff	mother
			saunter		brother
			autumn		some
					money

Mnemonic Sentences :

- ee : He seems to need extra sleep for every athletic meet.
ea : In his dream, he beat the other team in a clear streak.
aw : She saw an awful brawl, where one man had a raw bruise on his jaw.
au : Trees flaunt their autumn colours.
u : It is not much fun to eat lunch and run.
o : Was your mother one of the spectators when your brother won the prize money ?

7. One spelling representing Multiple Sounds

Diagnosis

Such errors result from the students' unawareness about the possible varieties of sound represented by the same spelling forms. Mostly, the spelling combinations are ea, ive, ate, s, y.

Remedials

Preparation of a mnemonic table of the words with varieties of sound represented by the same spelling forms may help the students overcome such spelling weaknesses provided they have adequate sentence - writing practices.

ea for 'e' sound	ea for 'a' sound	ive for 'ive' sound	ive for 'iv' sound
steam	steak	survive	captive
clean	break	derive	native
heat	wear	alive	active
reach	great	connive	massive
reason	hear	revive	permissive
	yea		

ate for 'ite'	ate for 'it'	s for 'z'	s for 's'
vacate	private	nose	noose
dominate	senate	misery	loose
sedate	chocolate	easy	caboose
percolate	agate	cheese	goose
		suppose	
		surprise	

y for 'i'	y for short 'i'	y for 'e'
magnify	gym	lazy
signify	synonym	quickly
classify	syllable	hobby
amplify	myth	angry
rely	mystery	
type	typical	

8. 'Sh' sound represented by multiple spellings

Diagnosis

Students lack complete information about the various rules of 'sh' sound.

Remedials

Students should remember that 'sh' spelling is used at the beginning or at the end of a word (e.g., shoe, dish). In the middle of words 'sh' sound is represented by the spellings ci, si, ti, ce, se. Students should specially note the spellings with su, ch, sch, sci, chsi. A mnemonic table may help the student's memory and correct spelling may develop into a habit with thorough practice.

si	ti	ce	se	su
session	vacation	special	ocean	nauseous
confession	direction	facial		
confusion	adoption	official		
mansion	caption	ancient		
occasion	motion	racial		
permission	fiction	vicious		
Russia	invention	technician		
decision	nation	magician		
vision	notation	pediatrician		
precision		politician		
		precious		

su	ch	sch	sci
sure	Chicago	schist	conscious
issue	moustache		subconscious
tissue	machine		conscience
sugar	chivalry		conscientious

9. c or g followed by e, i, y

Diagnosis

e, i or y have some softening effects on c and g. Ignorant of these, students commit errors first in reading and then in spelling.

Remedials

A mnemonic table showing these effects of softening should be prepared. Side by side a table showing exceptions should also be made handy for the students.

c (hard 'k')	c (soft 's')	g (hard 'g')	g (soft 'j')	exception
cut	cent	angle	angel	girl
copper	since	gas	magic	get
cotton	civilian	got	danger	give
cash	city	gulp	margin	
cargo	cylinder	grass	gym	begin
cap	pencil	glove	outrageous	
			courageous	
			changeable	

10. Silent letters

Diagnosis

Students are often careless about words with silent letters.

Remedials

Techniques for remembering unusual spellings should be impressed upon the students through mnemonic tables. It is easier for the students

if they compare a form of the word in which the silent letter is pronounced :

bomb - bombard.
sign - signature.
solemn - solemnity.
fasten - fast.

muscle - muscular.
condemn - condemnation.
autumn - autumnal.

b	c	d	g	gh	h
bomb	muscle	wednesday	sign	flight	ghost
lamb	scissors	pledge	malign	bright	ghetto
subtle	scene	handsome	benign	sight	gherkin
doubt	science	handkerchief	assign	right	honest
climb	scent	adjacent	foreign	might	spaghetti

k	l	n	p	t	w
knowledge	calf	column	receipt	fasten	answer
knot	folks	condemn	raspberry	soften	write
knob	could	solemn	psalm	whistle	wrong
knife	salmon	autumn	pneumonia	listen	wrist
knee	talk	hymn	cupboard	castle	whole

11. Unusual sound - spelling relationship

ch = k	ph = f	gh = f	ch = sh
schools	phone / phoney	cough	chivalry
mechanic	alphabet	laugh	machine
orchestra	photo / photography	laughter	chandelier
scholarship	pharmacy	rough	chaperone
scholastic	phase	tough	chagrin
scheme	pheasant		
chameleon	philosophy		
	phobia		
	phrase		
	physical		
	trophy		

12. c sounded as 's'

Diagnosis

Students often confuse softened c sound with s, particularly when the related derivatives offer no clue.

Remedials

A mnemonic table should be made handy for students.

c sounds like 's'

medicine - medical

criticize - critical

romanticize - romantic

cynicism - cynic

t > c

president - presidency

present - presence

pirate - piracy

coincident - coincidence

resident - residence

democrat - democracy

13. ch or tch combination

Diagnosis

Students often insert 't' into words ending with 'ch' and omit 't' in those ending with 'tch'

Remedials

An exhaustive mnemonic table should be prepared

ch	tch
lunch	watch
march	crutch
munch	ditch
crunch	fetch
brunch	hatch
branch	catch
ranch	latch
	match
	patch
	pitch
	stitch
	witch
	wretch
	batch

Phonological Category

1. Speech sounds

Diagnosis

Students often have difficulty in processing speech sounds delivered rather rapidly by the teachers. The problem is peculiar to schools where teachers had their own education in English medium or 'anglicised' institutions. Students generally show slow response to oral messages. Their discrimination of speech sounds resultantly become faulty. They have real problems with run - together words (e.g., "I want to leave early" sounds like "I want leave uli" = The phonetic sounds are not used here. For a typical anglicised pronunciation it sounds like "A wanna leave uli")

Remedials

The teachers should speak in a way that the students having phonologic problems may watch the movements of their lips. The teachers should pronounce words slowly and clearly so that the students can associate groups of sounds with units of meaning.

The teacher should give the students enough opportunities for watching the movements of their tongues, teeth and lips. In pronouncing some sounds which are generally confused with certain sounds in the MT the teachers may concentrate on the differences with adequate demonstration and speech drills. For example, special care should be taken for fricatives like 'th', 'bh', 'ph' sounds. For run - together words the teacher must be distinct in their pronunciation of each element separately.

Of course, run - together words pose no problems for our students as our teachers hardly nurture any desire for affected anglicised pronunciation. Syncopation of vocalic sounds (dropping the medial vowel sound from pronunciation) and merging one consonantal sound into another necessitated by fluent and quick utterance do not in general feature in the pronunciation habits of our teachers. Still, a table of run - together words can be made for taking further guard against merging sounds in delivering speeches to the students.

Actual words	Run - together words
Want to	wonna
have to	hafto
used to	usta
going to	gonna
a lot of	alota
would have	would of

1. Phonological Factors in Misspellings

Diagnosis

Students have basic problems in following sound - symbol relationships in words which have non-phonetic, bizarre spellings. In strict phonetic spellings also the sound - symbol variables are so wide ranging that the students have a tough time to master them. Moreover, due to a lack of alertness about the internal structures of words students often omit syllables or letters in spelling words.

Remedials

First, one - to - one correspondence between sound and symbol should be established. Non - alphabetic concrete objects representing the separate sounds may help the students to grasp the communion between the sound and the symbol. Any small object like a block, a coin, a paper, or a clip can be placed below each sound so that the students may construct some physical association between a particular sound and a real object. This concretisation may develop a mnemonic process.

[This process is based on a mental propensity to associate any item of learning with a physical counterpart. Fixing up the physical counterparts is already an individual effort by the student. Some common devices may be manipulated. It is characteristic of all students to look at individual words and match the sound elements with some physical objects under their nose or at best around the class.]

Secondly, the students must be driven home the basic fact that correct sequencing of sounds and letters is imperative for constructing the correct forms of words. This may be made interesting by rearranging sound - symbols and forming altogether different words. For example, stop becomes tops, pots, spot

W. A. through incorrect sequencing. (Teachers may build up interesting tables on the basis of incorrect sequencing.)

Thirdly, the rules of phonetic structures of words (or, sound - symbols) may be taught, but exceptions to rules help the students best to pick up phonetic structures. For example, 'i' followed by 'nd' usually becomes a long vowel sound (find, mind, kind, bind). But wind is pronounced with a short vowel sound when it is a noun. But as a verb meaning 'to blow', it may also be pronounced with a long vowel sound. Likewise, wind in the sense of 'turning' or 'revolving' (a transitive verb) has always a long vowel sound [wind].

Syntactic Category

The elements that govern the correctness of writing fall under this category. Informal grammar lessons through writing contexts help the students realise the functions and applications of the linguistic

structures which Roger Gower calls the 'nuts and bolts' of language (Teaching Practice Handbook, Heinemann, 1983).

1. Sentence Fragments and Run - on Sentences

Diagnosis

Sentence fragments and run - on sentences are the results of the incompleteness of thought. The fragment lacks a subject or a predicate, while the run - on has many subjects and predicates. Condensed speech promotes incorrect use of fragments where complete sentences are required. Needless to say, condensed speech is the fashion of the time. Fragments are permissible in answers to questions. For example, "which building is the post office"

Answer : "The yellow one on the left." Such fragments have crept into unofficial private letters from business letters : "Received your letter of July". etc.

Remedials

The missing subject or predicate in a sentence fragment can be spotted out by answering questions like, "Who did what ?"

(i) By adding the fragment to a sentence that goes before it :

The class was dissolved early. Because of bad weather,

Correct form :

The class was dissolved early because of bad weather

(ii) By adding the fragment to a sentence that comes after it :

The terrible effects of war. The papers have bad news everyday.

Correct form :

The papers have bad news everyday about the terrible effects of war.

(iii) By changing the participle to a verb and inserting a noun - subject or a pronoun - subject :

Attempting to convince people about the necessity of social forestry.

correct form :

The club attempted to convince people about the necessity of social forestry.

Errors of run - on sentences may be removed in the following ways :

Run - on sentence : physical exercises retain muscle flexibility, it is good for our health to do physical exercises everyday.

Jays of correction :

- (i) By forming two sentences. A period (or, commonly called a full stop) may demarcate the completion of one thought.

Physical exercises retain muscle flexibility. It is good for our health to do physical exercise everyday.

- (ii) by using an appropriate conjunction (and, but, nor, etc.) to join two thoughts in a single compound sentence.

physical exercises retain muscle flexibility and, therefore, we should do these everyday for good health.

- (iii) by using a semicolon to emphasise the fact that two thoughts are equally important.

physical exercises retain muscle flexibility; doing these everyday is good for our health.

(Such constructions are not regular phenomena in the linguistic habits of our teachers.)

- (iv) by using a dependent clause and forming a complex sentence.

As physical exercises retain muscle flexibility, we should do these everyday for keeping good health.

2. Subject - Predicate Agreement

Diagnosis

Students often confuse the number of subject and predicate. They use singular subject with plural predicate and vice versa. This occurs through ignorance of the rule of agreement between the subject and the predicate. Sometimes incapacity to apply the rule results in the agreement errors. Sometimes errors may occur out of the students' inability to recognise singular or plural subjects and predicates.

Remedials

In long sentences where the subject and the predicate are separated by many words, the errors of agreement often occur. In such cases the use of coloured chalks may give real service. For the subject and the predicate the same colour may be used and for the intervening words a different colour may be used. This will highlight the application of the rules of agreement. The students should have enough practice of applying the rules by framing sentences with pronounced contextual framework. The following rules may be emphasised :

- (i) Most indefinite pronouns require singular verbs. Such pronouns are : anybody, anyone, each, either, everybody, everyone, beither nobody, no one, one, somebody, someone.
- (ii) Some pronouns are plural, and therefore, require plural verbs : both, few many, several.
- (iii) Collective nouns usually require singular verbs : group, family, public, number, committee, band.

(iv) Some prepositional phrases do not change the number of the subjects, but only modify them. For example.

A bunch of grapes is on the plate.

(v) The title of a book, a clause, or a quotation require singular verbs :

Paradise Lost was written by Milton. Gulliver's Travels is still popular today.

(vi) Nouns ending in 's' have special rules :

(a) Words referring to single branches of study, though ending with '-ics' take singular verbs, e.g.,

Mathematics is an interesting subject.

(b) But words ending with '-ics' are plural if they signify physical activities, e.g.,

Acrobatics were much prized in ancient Greece.

(c) Some nouns with '-s' ending may be singular or plural, e.g., headquarters, alms.

(d) Nouns ending with '-s' are usually singular :

News, measles.

(e) Nouns ending with '-s' are usually plural :

trousers, forceps, scissors.

3. Punctuational blunders

Diagnosis

Errors in punctuation expose the students' uncertainty about the division of thoughts in a sentence. Only right understanding of this relationship can remove the punctuational lapses. Punctuation marks are part of the syntactic order. The students must have a sound grip over the rules of punctuation without which the intended communication may be faulty.

Remedials

Unpunctuated texts produced by the students should be read aloud to them so that they can realise from their own writings how punctuations help proper communication. The students should know the rules of using the punctuation marks.

(i) Rules for using period (.)

(a) at the end of declarative or imperative sentences :

The office will be closed tomorrow.

Check up your daily routine.

(b) at the end of an indirect question :

He asked when the train was coming.

(c) with abbreviations of titles, degrees, agencies, cities, states, countries, days, months :

Mr., Dr., B. A., U. S. S. R., Wed., Feb., etc.

- (d) with units of measurement :
in., ft., yet., cm., mm., m., km., lbs., etc.
- (e) with time designations :
A. M., P. M.
- (f) with decimal equivalents of fractions and money :
25 cents, \$ 7.50, Rs.10.50
- (g) for ellipses or omissions :
1. three consecutive periods (,...) for an omission at the beginning or the middle of a quoted sentence
2. four consecutive periods (....) for an omission at the end of a sentence or the omissions of entire sentences in the quotation
- (ii) Rules for using the question Mark (?)
(a) after a direct question :
when will they come here ?
(b) for expressing doubt or uncertainty :
The fossil remains of the animals date back to 800 (?) B. C.
- (iii) Rule for using Exclamation Point (!)
After anything (i. e., sentence, clause, word, phrase) indicating strong emotion :
what a beautiful night is this ! How terrible ! Alas !
- (iv) Rules for using comma (,) :
Comma errors (misuse or omission) suggest that the students have misconceptions about dividing thoughts in a sentence.
Comma is used
(a) between words in a series of three or more :
brown, black, and blue (denoting three different colours);
but, brown, black and blue (actually denoting two colours with one in combination).
(b) to separate two adjectives modifying the same noun :
interesting, challenging assignment
But, when 'and' replaces the comma, the emphasis is reduced :
interesting and challenging assignment
(c) to separate phrases paired or contrasted in a series of three or more similar constructions :
young or old, rich or poor, boy or girl, everybody has freedom of speech
(d) when a dependent clause precedes an independent clause :
when the doctor, the patient was unconscious
(e) to distinguish main clauses in a lengthy compound sentence :
The students of the senior classes participated in the garbage - cleaning drive, and the junior boys joined the social forestry programme.

(f) to separate an adverbial phrase or clause that does not modify the meaning of the main sentence :

He could not study because of the microphones blaring out all round, though he tried many times

(g) to separate an adverbial phrase or clause at the beginning of a sentence :

Broadly speaking, public consciousness about drive against pollution should be aroused

(h) to indicate the pause for transitional parenthetical words like 'however', 'therefore', etc. (not for words like 'perhaps' or 'surely').

(i) to distinguish 'for' as a conjunction from 'for' as a preposition (the comma precedes the conjunction 'for') :

He is to study all day long, for he has not strictly followed a routine so long.

(j) to distinguish an incidental or parenthetical clause (but not any beginning with 'that') :

Samir, who sits beside me in the class, is strong in mathematics.

(k) to demarcate appositive words, phrases, or clauses :

Anirban, my friend, learns classical music.

(l) to set off words used in direct address :

What is your favourite novel, Anuradha ?

(m) to separate dates and geographical names :

June 15, 1990, Durgapur, Burdwan, West Bengal.

(n) after the salutation in a letter :

Dear Shovan,

(o) after the complimentary in closing a letter :

Sincerely yours, yours faithfully.

(p) to mark off groups of three digits representing thousands, hundred thousands, millions :

2,765,400,592.

(v) Rules for using semicolon (;)

Out of inadequate information about the functions of semicolon the students tend to misuse or underuse it. The semicolon represents a stronger pause than a comma does. A semicolon signifies that the ideas on both sides of it carry equal importance and are more closely related to each other than the ideas expressed in consecutive sentences. A semicolon has a number of functions.

(a) substituting conjunctions in compound sentences :

The industry released acid-water in the river; the fishes died.

[For different species, the plural form 'fishes' is permissible.]

(b) separating independent clauses that are joined by conjunctive adverbs (hence, therefore, however, etc.)

Investigations started; however, nothing new was revealed.

(c) preceding words that introduce explanatory or summarising statements :

Examples of each spelling rule was given, i.e., doubling of the final consonant; y changes to i; ie and ei combinations.

[Our teachers should note that in the above instances our tendency is to use the commas instead of semicolons.]

Books have many purposes; for example, they teach and entertain.

(d) separating a series of words or phrases in sentences containing many commas :

The children are Suman, the eldest; Sumana, the middle child; and Sujoy, the youngest.

(i) rules for using colon (:) :

A colon anticipates an elaboration, summation, or implication of what precedes. The various uses of colon should be explained with examples and students should be encouraged to apply it in different contexts :

(a) substituting 'namely' or 'for example' :

Children prefer strong colours : red, green, and blue.

(b) introducing a quotation, a question, a long statement :

Abraham Lincoln believed : All men are created equal and must enjoy equally the rights that are inalienably theirs

[The first word after the colon should be capitalised.]

(c) following a formal salutation in a letter :

Dear Mr. Chaudhury :

[Our custom is to use commas in such places]

(d) following the name of a speaker in a play :

Macbeth :

(e) separating hours from minutes :

3 : 30 P.M.

[Usually we use a period here]

(f) separating title and subtitle in a book or article Teaching English : A Natural Approach

(g) separating parts of a reference citation :

(vii) rules of using Quotation Marks (" ")

Students generally commit errors in shaping the quotation marks, in applying single or double quotation marks, in placing them appropriately. The students must be clearly told about the rules of applying quotation marks :

(a) in reporting a statement in the direct form :

He told, "Men are by nature conformists".

(b) in enclosing statements or remarks in their original form :

Horace wrote, 'A picture is a poem without words'.

(c) Using a single quotation mark within the double for enclosing a quotation within a quotation :

The teacher said, "I will read Portia's speech on 'the quality of mercy', one of Shakespeare's most quoted passages".

(d) in enclosing titles of articles, essays, stories, poems and chapters of books. [But the titles of books are italicised or capitalised in print and underlined in writing "Birches" by Robert Frost appears in Robert Frost's Poems.

(e) in designating a word under discussion :

The word "set" has 194 definitions, according to OED.

(f) in suggesting ironic use of a word or slang :

Absurd Drama is no "drama" to some people.

(viii) Uses of parentheses ()

(a) to enclose explanatory material which is not a part of the main sentence :

Hornby's Advanced Learner's Dictionary (its cheaper edition is published by the E. L. B. S.) helps students to develop skills of using the language.

(b) to enclose the author or title at the end of a quotation

Two roads diverged in a wood ... (Robert Frost)

(ix) Uses of Brackets

(a) to annotate a quotation :

"This play [Man and Superman] is one of Shaw's best", said the critic.

(b) to correct an error in a quotation :

"In August, 1966 [1965 - Ed.], the astronauts went to the moon."

(c) for stage directions in plays :

Juliet : [Snatching Romeo's dagger]

(x) Uses of the Dash (-)

(a) suggesting halting or hesitating speech :

"Well - ah - er - I really don't know," he faltered.

(b) indicating an abrupt shift in thought in the middle of a sentence.

It is - let me see - about six years before the great man was born.

[- Teachers may explore the areas in the LE where the punctuation marks modify the syntactic order and the communication. They may ask the students to put the punctuation marks in the passages from the LE for studying the function of the punctuation marks and practice. Unpunctuated unseen passages may be given for application.]

4. Variety in Sentence Structure : Ideation and Additive Pattern

The students should be taught the techniques of varying sentence patterns, otherwise they will continue to use short simple sentences even at the higher stages of learning. Their writings will be affected by overuse of short, simple sentences. They will tend to avoid compound or complex sentences. Consequently their sentence will carry inadequate quantum of information. In LE Step II there are lessons demonstrating to the students how units of information give varieties to sentence structures. At this stage simple sentences have been used. Sometimes two (or three) simple sentences have been joined together by connectives or linkers for establishing continuity of information that is subdivided in units

W. A. units. [- Teachers may examine the techniques of 'descriptive padding' used in this Step.] In LE Step III complex sentences have been dealt with to demonstrate the independence of units of information and interrelationship of the clauses. Teachers may present to the students how the main unit of information is enlarged with additional related units of information as the idea to be communicated expands. This is called 'ideation' or 'snowballing of information'. With 'ideation' the sentence structure also expands as we use 'additive pattern' or more lexis and syntax. Students of class VIII may be given texts composed of only short, simple sentences to read aloud. They will feel the monotony of the repetitive pattern of simple sentences. This recognition will motivate them to learn ways of improving their writing, both qualitatively and quantitatively. In fact, they will be in a position to recognise the monotony of simple sentences after they have been given some taste of reading passages of longer complex and compound sentences. In LE Step II a good measure of exposure has been given to the students of the ways of 'descriptive padding'. Teachers are to study these

gradations of the arrangement and distribution of functions of the language in the lessons. The whole scheme of the Course Design in LE may help them to devise their own scheme of introducing to the students in a graded way ideation and additive pattern in the writing as well. Teachers may scrutinize the 'Language Study and Use', 'Composition', etc. appended below the lessons in LE II - V to see how ideation and additive pattern have been taken up for the student to master them. The students may be asked to count the number of ideas (or, information) in each short simple sentence and then in complex sentences. This will create in them the impression that longer and more complex sentences convey more information per sentence. On the other hand, mixed up with the longer sentences (complex and compound), the shorter simple sentences become forceful. But their overuse often brings monotony.

Short simple sentences may be expanded in a number of ways :

(a) by adding adjectives and adverbs related to the five senses :

	sight (of shape, colour, etc.	hearing	smell	taste	Touch
adjectives	red, tall, big, Small, etc.	loud, etc.	fragrant	sour	smooth
adverbs	brightly, shapely	softly	pungently	sweetly	roughly

W. A. [Teachers may examine how each additives operate in the first three steps of LE, e.g. in lessons 21 of LE, I; lesson 8 of LE, II; lessons 5 & 9 in LE, III. Of course in Step III all the lessons concern additive patterns of noun, adjective and adverbial clauses.]

(b) by adding compound subjects or predicates :

Men and Women work together in the project.

Students should be studious in the class as well as at home.

W.A. [Teachers may single out such instances in the steps of LE and draw the particular attention of the students. They should also devise examples of such structures within a contextualised passage for the students' practice.]

(c) by adding phrases or clauses denoting who, what, when, where, why, how.

W. A. [Teachers may gather examples from the lessons in LE, III and later from LE, IV and V.]

The poisonous gas spread in the air in Bhopal in 1984 could be smelt miles away from the place of industrial leakage.

Here the phrases can be transformed into clauses. Such transformations should be necessitated by the situation that is to be described.

- (d) by joining two simple sentences with 'and', 'or', 'but'. In combining simple sentences into compound sentence formations students must see that the ideas in the different simple sentences have real links and the continuity from the one to the other is natural.

[Teachers may examine the lessons in the LE, II - V for illustrations of this process. Lesson 10 in LE, II offers some interesting compound formations.]

and : They went for a round in the city and we preferred to stay in the hotel.

but (permissible only in a contrary condition) : The shop keeps the article he wants, but it is now out of stock.

or : The people could assemble there peacefully, or they could remain indoors.

- (e) by expanding into a complex sentence in which the main clause contains the main idea and the dependent clauses constitute other subordinate components of the main idea. Such words serve as connectives for linking the subordinate ideas with the main idea : although, because, if, whenever, as, until, either ... or (neither ... nor), which, who, etc.

W.A. [Teachers may analyse all the lessons in LE, III and see how ideation prompts structural varieties and enhances the scope of additive patterns or 'descriptive padding'.]

Note : In analysing errors under syntactic category, emphasis should be on the structural variations or additive patterns. Needless to say, if the students lack proper ideation, they cannot utilise appropriate additive patterns for effective communication. Teachers should make the students conscious of this interrelationship when they practice structural variations.

Coherence

Students often suffer from syntactical inconsistencies in developing a theme into an organised composition. Such lack of coherence, or inconsistencies, may be of five general types :

- (i) inconsistency in tenses
- (ii) inconsistency in focus
- (iii) misplaced modifiers
- (iv) faulty sequencing of ideas
- (v) transition errors or omissions

Students' compositions should be read aloud and their errors should be discussed and corrected so that they may be cautioned about coherence on the above counts. Teachers may keep a Coherence Table ready for detecting errors of inconsistency. After sufficient practice in maintaining coherence, the students may also be made aware of such a Table which offers a good mnemonic device.

Coherence Table

1. Consistency in focus : shifting from 'I' to 'you' and back to 'I' or 'he/she' to 'they' and back to 'he/she' should be avoided.
 2. Consistency in tense : avoid shifting from past to present and back to past; or, from present to future and back to present.
 3. Placing the modifier as close to the word it modified. Such modifiers are : only, merely, just, almost, hardly, scarcely, even, quite, etc.
 4. Sequencing ideas properly : nothing should be added to a composition as an after-thought.
 5. Choosing the right transitional words or phrases for smooth flow of ideas between sentences and paragraphs.
 - (a) words of chronological transitions : first, then, soon, now, later, in the meantime, at last, eventually, etc.
 - (b) words of comparison transition : another, like, besides, moreover, similarly, in addition to, in the same way, likewise, etc.
 - (c) words of contrast transitions : despite, unlike, yet, nevertheless, on the other hand, on the contrary, in spite of, this and that, some and others
 - (d) words of cause - effect transitions : thus, then, hence, therefore, accordingly, consequently, etc.
 - (e) words of example - transitions : that is (i.e.), for example (e.g.), namely (viz.), for instance, specifically, in other words, etc.
- i.e. = idest; e.g. = exempla gratia; viz. = videliet

WA \angle In Le, II - III there are lessons on tense. Teachers may identify those and the items in the 'Language Study and Use', 'Composition' that are appended below each lesson for students to have practice in tense - coherence. Teachers may scan the exercises under 'Language Study', 'Composition', 'Word Study' for hunting up examples about sequencing (LE, II : Lesson 5, Exercise 3) and five types of transition (LE II : Lesson 7,

Exercise 6). They may, in fact scan all the steps for sorting out examples of different coherence categories as detailed out in the Coherence Table and give the students enough practice on Coherence in an orderly way so that errors of coherence do not occur in the students' composition.]

Semantic category

This category focuses on aspects of language that operate in communicating or conveying meaning through compositions. Students must understand that one word may have a number of meanings. Any deficiency in this respect may lead to reading comprehension problems and compositional (also, speaking) difficulties. Again, they must be taught the subtle differences of meaning in words that are considered synonyms or near - synonyms. Semantic ambiguities of words should be pointed out to them with appropriate uses through proper context. Words that require applications in sentences to illustrate ambiguities (i.e., syntactic ambiguities) should be highlighted through adequate practice and application by students. Connective difference of synonymous words should be pointed out to the students who can take the help of a comprehensive dictionary or a thesaurus of sets of synonyms (viz., A Handbook of Synonyms, U. U. P.) for practice exercises. [Teachers may scan the 'Word Study and Use' appended below each lesson in LE, II - V for sorting out vocabulary flexibility within semantic, syntactic, and connotative ambiguities as tabled below. Ultimately, students should be given enough practice on these so that their writings may be free from semantics errors.]

Semantic Ambiguity

1. Present as a noun means a gift or a time denoting 'now.
2. Beat as a verb means 'hit', 'strike', 'slap' and to win over.
3. Race as a noun means 'a competition' and a group having common ethnic features.
4. Game as a noun means some amusement activity or wild animals that are hunted for sport.
5. Succeed as a verb means 'to achieve' and 'to follow'.

Syntactic Ambiguity

Note : the ambiguities are cleared through study of the words in the framework of the syntaxes. Unless the students have a good understanding of the sentence - structures, the ambiguities remain undissolved.

Word	Noun	Verb
heat	the heat	heat
decay	the decay	decay
hope	the hope	to hope
offer	the offer	offer
delight	a delight	delight

Note : As nouns are preceded by article, while as verbs they are preceded by an infinitive ('to'), or a 'be' verb, or nothing at all (in the case of simple present).

Connotative Ambiguities

brave :	bold	pleasant :	agreeable
	courageous		nice
	undaunted		cheerful
	valiant		charming

Students may be asked to prepare such tables with illustrations of sentences having proper contexts.

Homophones

Students have two types of problems with homophones : homophonic spelling errors and homophonic confusions leading to chaos in meaning. Needless to say, homophones are words that sound alike, but differ greatly in meaning and minimally in spelling. A very common practice to remove homophonic confusion is to frame mnemonic sentences. For instance, 'hear' and 'here' are homophones and the related mnemonic sentence is really interesting :

We have ears to hear, but not to be here.

Homophones, also called homonyms, may be properly understood with correct usage. Students may be given exercises like the following one to suggest the right homonyms or homophones for getting the right meaning :

The nun tolled hymn she had seen a pair of bear feet in her rheum.

Answer : The nun told him she had seen a pair of bare feet in her room.

Note : only 'rheum' is not a practical homophone for the Indian speakers of English, as they hardly pronounce 'room' as 'Rheum'.

Students may be given adequate practice on homophones from the lists of words they have in the exercises under 'Word Study and Use' in the LE.

Homophones

ail - ale	main - mane
beach-beech - bitch	peddle - pedal
berry-bury	middle - medal
for - for - fore	play - prey
gate - gait	principle - principle
gorilla - guerilla	rap - waro
lone - loan	right - write - rite
sale - sail	ring - wring
stationery - stationery	

Confusable Words

Words become confusing when they have similarities in spelling and sound but differences in meaning. The result is that students choose or spell words incorrectly. Appropriacy of vocabulary in the students' composition work is affected. Confusable words should be discussed; their meanings should be defined through uses in sentences with proper contexts. A mnemonic table of confusable words illustrated in sentences may be prepared by students. The sentences should be formed in such a way that they may highlight the differences in meaning and students can easily remember the differences and have confusions removed from their mind.

Confusable Words

accept / except : Everyone except Samir accepted the proposal.

accede / exceed : They acceded to our demand that the time limit for submitting the plan for the project would not be exceeded.

advice / advise : Our teachers advise us that we should follow their advice on writing anything.

Sentences as above can help students to remember the differences between confusable words in a sort of playway method. Preparation of such mnemonic tables become more interesting and challenging when students work in pairs and groups. A list of confusable words is given below. It can easily be enlarged :

adopt / adapt / adept, affect / effect, all ready / already, all together / altogether, allusion / illusion, approve / approve of, choose / chose, conscience / conscious, conscientious / consensus, continual / continuous, council / counsel / consul, credible /

credible / credulous / creditable, disinterested / uninterested, formally / formerly, human / humane, imply / infer, irrelevant / irreverent, judicial / judicious, lead / led, lie / lay, loose / lose, luxurious / luxuriant, moral / morale, practical / practicable.

Paraphrasing texts written in figurative language

Students have problems of explaining or expanding idea contained in a brief text. This becomes harder when they are to handle proverbs in inverted, condensed, or figurative language which is different from normal or ordinary speech. Students' comprehension is perfect when they can reorder words, expand statements, or, fill in gaps in the statements. Paraphrasing teaches students to re - write a text, to make it clearer. For paraphrasing exercises, proverbs and other sayings have advantages for their brevity of expression. This learning experience has value for students who have deficiency in understanding figurative language, idiomatic expressions and double entendres (i.e., double intentions or senses)

Paraphrasing is a variant of 'ideation and additive pattern'. The difference is that in 'ideation and additive pattern' the exercise is more syntactical, while in paraphrasing the emphasis is on lexical control. Teachers may scan the exercises appended below the lessons in LE, II - V for ascertaining the scope of W. A. paraphrasing or amplifying ideas. In paragraph composition or story - building this exercise has wider scope of application. Here follows a list of some proverbial sayings which have potentials for paraphrasing. Students may proceed with group work for developing or explaining the idea contained in these :

Sayings

1. The pen is the tongue of the mind.
2. The mind is a computer. You get out of it as much as you put in.
3. What we see is nothing but what we look for.
4. Failure comes from abstention from persistence.
5. A reckless driver is usually not wreckless for long.
6. The greatest remedy for anger is delay.
7. A word to the wise is sufficient.
8. Experience is a hard teacher. She tests first and teaches afterward.
9. It is much easier to be critical than correct.
10. Harsh words generate more heat than light.

Inferential Thinking

This develops through reading. Teachers may examine the W. A. lessons in LE for studying how the processes of inferential thinking have been graded. The deficiencies in reading skill may

develop such problems :

- a. Absence of inferential thinking
- b. Inability to recognise cause and effect relationship
- c. Proneness to emphasising minor details
- d. Committing mistakes based on small word relationships.

Without the aptitude for inferential thinking developed through related reading skills the grown - up students may write loosely like small children. Teachers may talk about their writing so that they may recognise any breakdown in their reasoning. The students can refocus on the subject and eliminate irrelevant factors and undue emphasis on minor details. Summarising is a good exercise for developing inferential thinking. (LE III, Lessons 6, 11, 15).
W. A. Teachers may scan the 'functions' covered in the lessons of LE, II - V and decide on those which help the process of inferential thinking for the learners.

Self - monitoring or Self - correction

Students commit mistakes when they are uncertain about the structures and conventions of the language. They are unable to detect spelling, punctuation, grammar and ideation errors. Moreover, they fail to make corrections or revisions independently. They must be given to understand that proof - reading is a concomitant of writing. They should not be made aware of the vagaries of the language with particular attention. This may create a feeling of incompetence in dealing independently with corrections and revisions. Group Work and Pair Work of self - correction and self - revision offer real adventuring exploration

W. A. for the students. Teachers may list out from the exercises in LE (I - V) how self - correction or self - monitoring has been introduced. The English novelist Margery Alling emphasises the need for rewriting as an automatic part of writing : "I write every paragraph four times : once to get my meaning down, once to put in everything I left out, once to take out everything that seems unnecessary, and once to make the whole thing sound as if I had just thought of it.

(as quoted by Eva S. Weiner, Writing.)

CHAPTER VII

LISTENING COMPREHENSION

Listening involves receptive skill as reading does. Written material ensures reading, spoken material ensures listening. So listening involves a duality of activity, i.e. oral - aural. The oral activity of the teacher facilitates the aural skill of the pupil. The level of aural skill of the pupils is to be judged on the basis of written tests involving oral activity of the teacher.

Teacher's oral skill :

The teacher must observe certain mechanics of oral skill to promote the pupil's listening comprehension :

- topics of reading texts or spoken material should be interesting for the pupils.
- for dialogues teachers must be careful about producing two or more voices.
- better, the teacher should use taped versions.
- the reading or spoken material should be divided into some units for graded listening as longer passages may be heavy for the pupil's memory to bear.
- markers for pause
 - (i) inter - sentence pause markers: //
 - (ii) intra - sentence or 'sense group' markers: /
- words (within each 'sense group') requiring main stress should be underlined.
- Unstressed parts carrying falling intonation should be marked.
- places where the voice should vary in volume should be noted.
- places requiring variation of speed should be marked.

Purpose of developing listening skill :

Listening comprehension skill fulfils the need for listening

English outside the classroom :

- public, symposium, seminar lectures
- news bulletin in the T. V. and the Radio
- telephonic conversations
- questions and discussions at interviews

Objectives of listening comprehension skill :

- guessing unknown words or phrases without panicking
- Predicting the speech
- identifying relevant points, ignoring irrelevant data or information

- retaining relevant information (by taking notes or through mental processing)
- recognising cohesive devices or discourse marks (such as, which, so that, as, etc.)
- getting to inferred information
- understanding intonation or stress patterns as sense indicators.

Testing Listening Comprehension

Questions may be framed on different items of information of the text for listening activity. Drawing maps, charts, diagrams from listening texts may be other task items. Summing up or gist - W. A. writing may also be good tests. Teachers in groups may develop text materials and testing items for listening activity. These should be graded for lower to higher classes.

Types of listening, Text

- dialogue
- narration
- report

instructions about a process, drawing, diagram, map, etc.

W. A. In LE, I there are some listening comprehension exercises in Lesson 50. Teachers may explore the possibilities of using other lesson materials for listening comprehension exercises from LE, I - III. The following text may be tried out with teachers who, in groups, are to listen to the text and then do what is required from them.

The road running through the centre of the town from north to South is Nandalal Sarani. The road running from west to east is Rabindra Sarani. The road running from west to east in the south is Dinush Sarani. The road running south from semi - circular bus stop is Lenin Sarani. Write B. S. at the bus stop. There is a paddy field to the west of this road. Write P.F. there. The road running east from Lenin Sarani is Dinabandhu Sarani. There is a cinema hall in the north - east of the town. Write C there. The railway station is in the south - east, write R S there. The post office and the school are at the crossing of Nandalal Sarani and Dinesh Sarani. The school is on the right of Nandalal Sarani. Write S and P.U. there. The market is in the middle of the town. Write 'M' there. At what crossing is it ?

Now, draw the map and locate the road - crossing where the market is situated.

Another exercise, rather easy, is as follows :

The park is at the centre of the town. The station is to the south of the park. The hotel is to the north of the park. The bank is in the east and the school is to the west of the park. Now, draw the map.

CHAPTER VIII
GRAMMAR AND VOCABULARY

In the Functional Communicative Method the teaching of grammar is not an end in itself. It is useful only in so far as it helps receptive (listening and reading) and productive (speaking and writing) skills. In FC method the essential thing about teaching grammar is not the explanation of the rule but the practice of the correct form. Teaching of grammar causes boredom when it is presented in isolated rules and sentences. Providing contexts to grammatical structures not only helps pupils to understand how structures communicate meaning, but also removes boredom. In the early stage of learning the use of grammar pictures may serve contexts. The word 'exercise' in FC method concerns practice of linguistic patterns (i.e. , grammatical structures and related lexical components). Teachers and students often confuse 'exercise' with testing alone. Although there is always some element of testing in an exercise, its main purpose is to provide sufficient practice of the correct forms. In LE (I - V) against each lesson a number of exercises have been given for students to practise the structures or lexical forms that the lesson deals with. In Step I, Lesson 17, 28, 19, pictures have been used to illustrate actions and corresponding structures.

W. A. Teachers may examine the first three Steps of LE for listing out the structures that are picturised or situationalised. They may discuss how contexts make grammatical structures palpable for the learner. Structures are essentially function - oriented. Without an awareness of the

W. A. functions, learning the structures is pointless. Teachers may discuss in groups the arrangement of function - structure in the different lessons in LE.

The exercises in the LE on practising grammatical structures may be grouped as follows :

- (a) Fill in gaps : (i) article (ii) preposition (iii) adverbs (iv) adjectives (v) linkers (vi) suitable forms of verbs (vii) nominal compounds (viii) phrasal verbs.

In the initial stage the filling in gaps may be from a given list of grammatical items haphazardly arranged. At the higher level such lists of choice may be discontinued.

- (b) Rewriting sentences : (i) breaking up by dropping linkers (ii) changing the forms of the speech (narrative)

- (c) Ordering of sentences jumbled up
 - (d) Ordering of parts of sentences
 - (e) Making nominal compounds from descriptions
 - (f) Correcting sentences : (i) Verbs missing (ii) Articles missing (iii) sequence of tense
 - (g) Joining sentences : use of *who*, *which*, *whom*, connectives/linkers, etc.
 - (h) Tracing missing words in a passage : mostly article, preposition, adverb.
 - (i) Organising a coherent paragraph by :
 - (i) arranging sentences (ii) making sentences.
- Teachers in groups / pairs may scan the exercises in LE W. A. for illustrations against the above items and a few more items not mentioned.

Explaining and Teaching Vocabulary

There are two stages in dealing with vocabulary. It is one thing to give the meaning of vocabulary, it is another to make sure that students remember it and can use it. The learning of vocabulary takes time because it entails practice. Some of the ways in which the words may be looked or explained are as follows :

1. Demonstration

The use of actual objects and actions

- a) nouns. The actual thing named can be shown, chin, throat, frame, hem, etc.
- b) adjectives such as slender, tattered, familiar, cruel, etc. may be illustrated from objects in the room.
- c) verbs such as snooze, hesitate, cry, weep, laugh, smile, etc. can be demonstrated.
- d) adverbs such as carefully, carelessly, bravely, smilingly, etc. can be acted.
- e) prepositions such as on, above, over, below, in, between, across, through, along, etc. can be demonstrated.

The advantage of this method is twofold :

- i) it is usually interesting and learning becomes a fun
- ii) a direct link between the life situation and the new word is made without any interference by the mother tongue.

The disadvantage of this method is that the number of words that can be illustrated in this way are limited. Moreover, it is

usually confined to the early stages, though may suitably be used in the higher classes.

Teachers in groups may examine the lessons and exercises W. A. in LE, I and II for application of the 'demonstration' method.

For effective demonstration the 'teacher's bag' should be full of resources. The 'Introductory Lessons' in Step I offer interesting examples of five types of 'Demonstration' mentioned above. These also may be examined by teachers in groups.

2. Pictorial Illustrations

i) In LE, I pictures have been used to give pupils some idea about words denoting objects and actions. Teachers may take bigger pictures as supportive items. But these are usually too small to be seen by the whole class, especially the large classes common today.

Teachers in groups may discuss and work on the feasibility W. A. of using the pictures in LE, I - III. For students exercises for identifying objects, places and persons, and narrating situations may be developed by using the pictures against each lesson in LE, II and III.

(ii) Large blackboard sketches can be good substitutes of or supplements to pictures. They should be drawn large enough for the whole class to see. They need not be elaborate, any rough sketch may help the students gather the meaning of a word. Students are not critical of the artistic merit ! F. G. French's Teaching English as an International Language and Renshaw's Blackboard Drawing describe techniques of blackboard drawings, particularly drawing 'stick men'.

3. Verbal illustrations

The new word can be explained in English words already familiar to the student. This explanation can be reinforced by sentences using the word in a situation familiar to the student. Teachers often write lists of new words on the blackboard with 'meanings' beside them which cannot possibly convey anything at all to the students. In this method learning the meanings amounts to learning two unknowns by heart. Sometimes explaining the meaning of a small word becomes difficult and the teacher cannot avoid using too many words to convey its meaning. In that case it would be better just to

give the mother - tongue equivalent. In Lesson 19 of LE, W.A. I mother tongue equivalents have been used for explaining the meaning of words denoting directions. Teachers in groups may identify the places where the use of the mother tongue equivalents

is unavoidable. They may study the 'Word Study and Use' and the exercises under 'Word Study and Use' appended below each lesson in the Steps of LE and decide whether one word equivalent for a word can be suggested for substituting long explanation of its meaning given in the Steps. They may also attempt to shorten the explanation of the meaning of a word in long sentence or phrase suggested in the books.

4. giving meaning and asking the students to identify the word in the passage :

This reverse process of movement from meaning to the word within the framework of a passage is an effective exercise for the learners to grasp meanings contextually or situationally. This will also help them understand that language works only in contexts or situations.

W.A. Teachers may scan the 'Word study and use' in LE for identifying this type of exercises. They may also examine in groups how particular 'functions' necessitate particular vocabulary besides particular structures. In the 'Contents' in all the five steps of LE function - structure relationship has been shown. But function - vocabulary relationship (notwithstanding the fact that vocabulary is inextricable from context) may also offer a good study for teachers and make them aware of developing appropriate methodology for teaching vocabulary.

5. Translation

Unfamiliar words can be explained through translation. It saves teaching time. The mother - tongue equivalent is given and the students are just pleased as they are not required to make a great mental effort to get to the meaning of a word. But the disadvantage of this method is that a word in one language is rarely the equivalent of its translation into another. The mother tongue word has connotations and emotional overtones which may not rightly belong to the English word. The mother - tongue word may bring in a different set of cultural values that may ultimately lead to misunderstanding rather than clarification. With the mother - tongue word the student feels that he knows all about it. But so long as the explanation is in the foreign tongue he knows he has to wrestle with the idea. The more abstract the word, the greater the difficulty of translation. Translation is a highly sophisticated skill requiring a sensitive knowledge of both languages and the subject - matter involved. It is not a good teaching device.

W. A. Teachers may study in groups the vocabulary covered in the 'Word study and use' and record their observations about the

untranslatability of the words operating within a certain contextual framework.

6. Questioning for meaning :

Detailed questions about a passage may encourage students to discover more meaning in it than they saw at first. The method helps them to visualise the situation that has acted as an impetus to particular linguistic patterns (lexis + structures).

W. A. Teachers in pairs may study how this method has been used in LE to help learners develop their vocabulary. They may examine for which types of texts this method works and where this method falters.

Teaching the words

For fixing the meaning of the word into the mind of the student practice is indispensable. There are several ways of giving the students enough of practice :

1. Putting the words in the blanks in a passage specially prepared : This method has been amply used in LE. Teachers in pairs /

W. A. groups examine the exercises in Steps II and III to study how this method has been exploited to give practice to the students. In this respect they may particularly note how such exercises are adequately contextualised. A list of words haphazardly arranged may be given at the lower stage. Students are to select the appropriate words for the gaps (vide Revision Lesson in LE, II). From easy to difficult distractors may be inserted into the list in higher classes. Teachers in groups may identify such exercises in LE, II - IV.

2. Asking questions involving new words :

The words must be used in the answers. Teachers in groups may

W. A. examine the exercises in LE, II - IV and make a list of the new words involved in the process.

3. Asking the pupils to use words in sentences of their own :

W. A. This is a difficult exercise or task. Teachers in pairs may devise contexts for such exercises.

CHAPTER IX

LANGUAGE GAMES

In the Fc method language games play an effective role in helping the learner acquire linguistic skills. Formal grammar - based approach, experience shows, turns the learner's process of language acquisition drab and monotonous. Right areas of language application or in one word, situation creates a sense of purposiveness in the mind of the learner for linguistic activity. Language games make language learning interesting. "English without tears" is the objective of the language games. Some of the language games are W. A. described here. LE, I includes some games. Teachers in group may identify these and spot out areas in LE, I - V where these games may be employed for making language learning natural, easy and interesting. Language games develop in the learners the feel for language which is central to the acquisition of linguistic skills. Language games create a sense of involvement among learners about the process of learning without any conscious effort at it. These games are skill - based : Listening, Speaking, Reading, Writing. Teachers are free to modify these games as demanded by the learning situation in the classrooms.

<u>Listening Games</u>	<u>Speaking Games</u>	<u>Reading Games</u>	<u>Writing Games</u>
1. The Grape Vine	1. Kim's Game	1. Matching Cards	1. Crossword
2. Find the Object	2. Getting Tour Own Back	2. Say the Word	Puzzles
	3. Charades	3. Find the Word	2. The Magician's
	4. What's it ?	4. Shop Game	Game
	5. Where's it ?	5. Find the Sentence	3. The Label
	6. Where was I ?		4. Decoding
	7. Who has it ?		Game
	8. Twenty Questions		
	9. Raddles		
	10. Let's Tell a Story		
	11. What's in the Soup ?		
	12. Catch and Say		
	13. Name the Picture		
	14. What's in the Picture ?		

Listening Games :

1. The Grape Vine : It is a listening perception game. Arrange the group in a circle. Whisper a short message (one or two sentences) in the ear of someone in the group. He is to whisper to the one on his left, and so on, until the message comes full circle to its point of origin. It is then compared to the original message. If the message is distorted, the person or persons responsible for distortions should be detected.
2. Find the object :
It relates to auditory comprehension. Divide the group into two teams. Name the teams. Put into a box all the objects the names of which have been taught. One after another the members of one team would come to pick up and show the object the name of which has been called by the teacher. If a member fails to find out the object, the opposite team will have its chance. The points on successful identification would be recorded.

Speaking Games :

3. Kim's Game : This is perhaps the best - known type of observation game. A number of objects will be placed on a table. They will be covered with a cloth. Remove the cloth for a minute or so for both the teams to observe the objects. Each team will sit together and write the names of the objects out of memory. For lower class students the identification may be oral. For higher classes students may be asked to classify the objects on the basis of their use or function. With the students getting used to the game, the number of objects may be increased and the observation time reduced.
4. Getting Your Own Back : This is also an observation game. Ask from each member of the groups his personal belongings (viz., pen, pencil, rubber, book, tiffin box, etc.) Pile those on the table. Take one by one and hold it up. Its owner will say, "Sir, the pen is mine", or, "It's my pen, "Don't let him go until he says, "Thank you, Sir." The game may be played with other structures as well. Of course, when the structures have been taught. "Whose pencil is it ?" The owner will reply, " That's my pencil, "Sir." After the inverted (yes - or - no) question form has been taught, the questioner may be required to guess the name of the owner with the formula : "Malay, is this your book ?"

5. Charades : It is an observation game meant for more advanced students. A member of one group on collective thinking will mime some action. The other group will decode the mime linguistically. One of the members of the group devising the mime should ask questions like this : What's he doing ? The opponent will describe the mime in correct complete sentences. The role will be interchanged between the opposing teams.

6. What's it ? : It is a guessing game. The two teams will have two bags. They will put one object in it at a time and ask each other questions about the object :

A₁ : What's in the bag ?

B₂ : A ball ?

A₁ : No. (Passes the bag to his next one)

A₂ : What's in the bag ?

B₂ : A book ? etc.

This game makes the learners steady about speech. Their inhibitions go as they enjoy the fun in the game. The game can be played through question inversion method :

A₁ : What's in the bag ?

B₁ : Is it a button ?

A₁ : No, it isn't. etc.

In this form a member of the guessing team may have four / five chances of inversion questions. Then the next one will have his chance.

7. Where's it ? : In this guessing game one team hides an object somewhere in the room and the other team tries to guess where it is.

A₁ : Where's the rubber ?

B₁ : Is it in your pocket ?

A₁ : No, it isn't.

A₂ (to B₂) : Where's the rubber ? etc.

8. Where was I ? The guessing team is asked where each of the members of the asking team was at a certain time :

A : Where was I yesterday in the evening ?

B : Were you at your study ?

A : No, I wasn't etc.

9. Who has it ? arrange for the questioning team to give some object to one of its members without the guessing team seeing it. Then each member of the guessing team takes his turn in guessing who has the object.

A₁ : Who has the button ?

B₁ : Arun has it (or, Has Arun got it ?)

A₁ : No, he hasn't.

A₂ : Who has the button ?

B₂ : You have it. etc.

10. Twenty Questions : A guessing game popularised by the Radio and the T. V. abroad. A person writes something on a card. Then placing it face down another person will be required to guess the word. He will be allowed to ask twenty questions at the most for deciding on what is written on the card. This may also be a team game.

11. Riddles : On the basis of some given facts or clues the object should be identified. One team will give clues, the other team will guess. Gradually clues may be increased :

"It has hands but no feet. What's it" (Then) "It has a face, but no head, what's it ?"

[answer : clock]

12. Let's tell a story : This is an attempt at community composition. The teacher or a student will give the first sentence. Each person in his turn will add a new sentence so that finally the whole thing takes the shape of a story. One of the learners will act as Secretary and make notes of what is said. He may repeat the portions done and finally read out the whole.

13. What's in the Soup ? : Ask the group to build up a cumulative recipe from one initial sentence.

Teacher : Mrs. Sen puts ten cups of water into the soup.

A : Mrs. Sen puts ten cups of water and three carrots into the soup.

B : Mrs. Sen puts ten cups of water, three carrots and one kilogram of meat into the soup.

C : Mrs. Sen put, etc. etc.

W.A. In LE, I, Lesson 29, the process descriptions of cooking rice and making tea can be used to build up this sort of speaking game. Teachers may scan other exercises in LE, I - V

for such game materials.

14. Catch and Say : It is a fluency game. The teacher will stand in the middle and the group of learners will circle him. At each throw of the ball the thrower will utter a sentence. The catcher, before throwing it will utter another sentence. There will be time limit for throwing back the ball and uttering a sentence. Faltering will result in loss of points :

Teacher (throwing the ball) : It's hot

A (catching the ball) : It's cold. (throws the ball)

B (catching the ball) : It's rough.

15. Name the Picture : The members of two teams will describe a picture alternately. The falterer will lose a point if his counterpart in the opposite team succeeds in describing. This may be a Question - and - Answer form also. One team will ask questions about the picture. The other will answer. Two pictures will be fixed for the two questioning teams.
16. What's in the Picture ? : It is an observation game almost similar to Kim's Game in type. A picture will be shown to one team for some time. The picture should be rich in detail. Then placing the picture face down the group will be asked to describe the items in the picture. Anything missed by the team, if mentioned by its opponent, will bring credit to the latter. Another picture will be ready for the turn of the second team. The descriptions must be in full sentences.

Reading Games :

17. Matching Cards : Distribute one set of flash cards to the class and hang a duplicate set around the room. Learners compete in matching their cards with those on the wall.
18. Say the Word : Each member of the teams will show a flash card containing some words or sentences to his counterpart in the opposite team. The flashing time will be fixed by the teacher. This game may be graded in content load from lower to higher classes.
19. Find the word : Have three sets of flash cards of words and groups of words. Give one set to each team and keep one for yourself. From your own set pick a card and hold it up for a short period of time. The first team to find the card in its own set wins a point.

20. Shop Game : Give each team a mixed pile of cards containing the names of things to be found in three or four different shops. The team which succeeds in sorting them all properly into these shops where they belong wins the game.

21. Find the Sentence : Write on the board such sentences as :

It is in the sky.

It is on the water.

We put it on our own letters.

It is in this room.

Distribute flash cards of such words as sun, table, boat, and stamp to four learners. The flash cards are to be placed against the appropriate sentence on the board. There may be some distractors also.

Writing Games :

22. Crossword Puzzles :

In LE, IV and V there are some Crossword Puzzles. Teachers may devise some more and grade these for different classes. The only thing they are to keep in mind is that the words tapped for the game must be familiar to them. Of course, in higher classes there should be room for guessing the meaning.

23. The Magician's Game : The learner is given the problem of changing one word into another by changing only one letter at a time. Each change must itself constitute a word. For example, change dog into cat :

Dog

Cat

dog

dnt

cot

cat

This type of game is suitable for young learners and non-alphabetics.

24. The Label Game : It is a composition game. The simplest form of the game is to ask the learners to write the name of the object they see in a picture before them. For enabling them to write complete sentences, draw on the board the picture of some sort of action, for example, of a man putting a book on the table. Point to the picture and say : "He is putting a book on the table." Now rub out the book and change it to a hat. Ask the class to write the appropriate sentence. The same sort of game can be played on a finnel board.

25. Decoding Game : Ask the learner to decode a word into a message. For example : Make a message where the first letter of each

word adds up to the word

MOTHER :

Meeting on Thursday. Have everything ready.

FATHER :

For afternoon test have everything ready.

Other games of this type include the rebus and anagrams.

Rebus

It is a kind of puzzle consisting of pictures of objects, signs, letters, etc., the combination of whose names suggest words or phrases, for example, a picture of an eye followed by an 'L' followed by an ampersand (= 'and', '&') is a picture of island.

Anagram

A word or phrase made from another by rearranging its letters, for example, now - won, dread - adder, dog - god, etc. Word making by arranging letters from common pool may be also anagram devices.

W. A.

In LE, I, Lesson 50, some word making games have been exemplified. Teachers may examine the glossaries of LE, I - V for devising such games.

TESTING AND EVALUATION

The main purpose of testing is to see how much of the 'skills' the learners have mastered. Tests are meant for testing their language acquisition and not their memory. Hence the learners are not required to cram the content or information incorporated in the lessons in LE, I - V. Feedback or remedial teaching is an essential concomitant of testing the learner's actual state of language acquisition.

Purpose of testing

Obviously, it is twofold : diagnostic and remedial.

What is a good test ?

The traditional approach to testing concentrated on two things : reliability and validity. The reliability of a test was judged by examining whether the test was 'within syllabus'. The validity meant the 'level' - validity of the tests prepared.

In the FC method the criteria of a good test are fourfold. Aeronomically, they are called RACE : Relevance, Acceptability, Comparability, and Economy.

As regards Relevance, the task - setter should check whether the tests conform to course or syllabus content and regulations. [If there is any regulation that nothing provocative of communal disharmony should be included as a test item, the paper - setter must abide by the regulation. Or, if it is a regulation that the division of marks in Grammar and Vocabulary will be fifty - fifty, the tests should carry the value - ratio.]

The content and the format of the tests should be Acceptable to teachers, pupils, and the administration. Nothing should be itemised in the tasks which may irritate teachers, annoy pupils and embarrass the administration.

Different tasks should have perfect Comparability of weightages. Answering time involving the tasks should also have some bearing on balancing the weightages.

Economy of the test implies the quantum of answering space or number of sheets required for the answers. Since the students are to be given question - paper - cum - answer - sheets, the teachers must consider the cost to be incurred by the administration. Economy of answering time is also a matter for consideration. The paper - setters should elicit from the learners maximum information through minimum tasks.

Steps of Testing

Planning : Pre - setting

- list out what is to be tested (function/structure/vocabulary/etc.)
- decide how best to test these (check up RACE)
- decide on importance (or, weightage)
- decide on format.

Preparing : During setting

- Write each part/item
- Write simple and clear instructions
- decide on marking scheme and answering time

✓ All these are covered under the term 'rubric'. If the rubric is not fool - proof, the diagnostic objective of testing may suffer.

Trying out : Post - setting

- on colleagues (Do they agree on RACE ?)
- on a different class (or, section)
- make necessary changes.

Testing Reading Skills

In LE, I - V reading skills envisaged for learners to pick up are : skimming, scanning, intensive reading, extensive reading, incidental reading (e.g., roadside traffic boards, advertising, hoarding, etc.)

Setting Reading Tests : various types

The West Bengal Board of Secondary Education brought out Sample Questions (First edition, 1988). The papers incorporated in the publication are referred to here as examples. "SQ" stands for

W. A. Sample Questions. The related page numbers are also mentioned. Teachers may tally the identification of the task types. They may also identify the task types exploited in the papers included in More Sample Questions, 1989, published by the W. B. B. S. E.

<u>Reference</u>	<u>Task type</u>	<u>Function for assessment</u>	<u>Reading Skill</u>
SQ 30, 67	asking for heading/title	overall understanding	skimming, extensive reading
SQ 46	classifying texts	understanding purpose of text	-do-
SQ 37	Reordering phrases, describing events	Understanding sequences	Scanning, Intensive Reading

<u>Reference</u>	<u>Task type</u>	<u>Function for assessment</u>	<u>Reading Skill</u>
SQ 29	Sorting out cause and effect or distinguish- ing fact from opinion	Understanding logical structure of the text	Scanning, Intensive Reading
SQ 36	Recognising references within the text	Part by part understanding	-do-

Testing Writing Skills :

Compositional activities covered in the exercises in LE may be divided into three types : informal, formal, and creative. Creative writing is above the secondary level.

Setting Writing tests : various types

Formal and Informal Writing

- Narrating, SQ 38
- Instructing, SQ 31
- Describing, SQ 43
- Process, SQ 48 (with flow - chart)
SQ 37 (without flow - chart)
- Letter, business - like, chatty/personal, reply letter, SQ 25, SQ 69

Testing Grammar and Vocabulary :

Types of tests

- Matching words with meaning (one word or expanded meaning), SQ 26, 27, 33, 39
- Filling gaps in a given text (testing collocation or right word at right place) SQ 34, 39

Recognising or framing grammatical forms of words from the same stem (testing knowledge of derivatives through charts and diagrams) SQ 27

- Reported speech (reformulation of speech in one situation into another) SQ 65
- Forming 'wh' questions from description of a context, SQ 34, 44.
- correction of errors (testing the sense of the correct forms) SQ 51
- Joining of sentences or clauses with appropriate linkers,
- use of nominal clauses
- use of relative pronouns

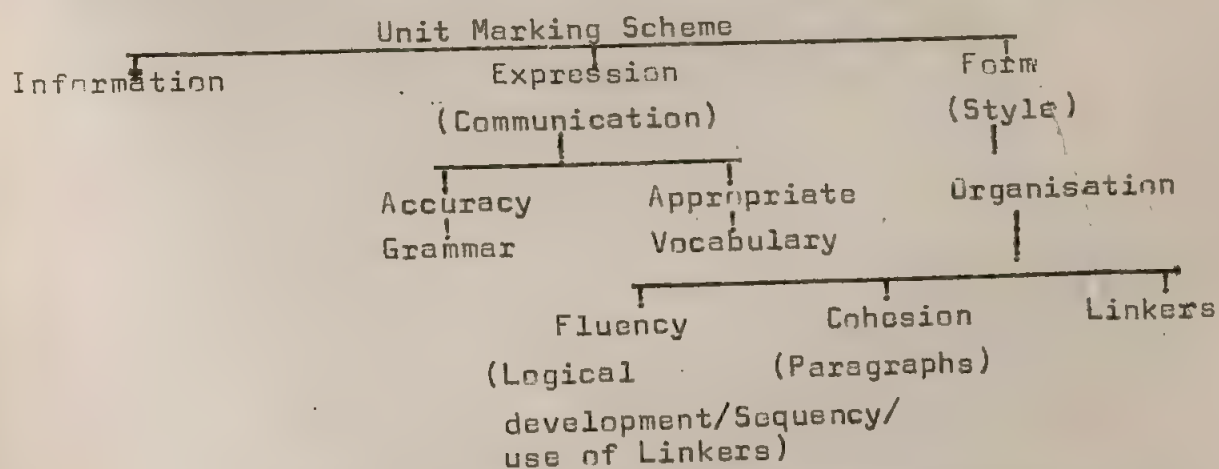
- use of '-ing' and 'ed' as participles

- make test combining various grammatical forms, SQ 51, M. P., 1988.

W. A. Teachers in groups/pairs may scan the 'Language Study' and 'Word Study' appended below each lesson in LE, II - V and sort out examples of the various tests on grammar and vocabulary as listed above or add to this list of the test types. Teachers may concentrate on the 'Design of Unit Test' drawn by the W. B. B. S. E. in *Practical Sahayika*, 1989

Unit Marking Scheme

In the FC method learning of a language is skill - based. Teaching involves helping learners to acquire practical skills in the second language. Testing requires learners to prove their ability to use the linguistic skills they have learnt. In various test types information or content clues are given. Pupils are required to communicate the same set of information through appropriate and accurate structures. The examiners decide on grading of awards on the basis of informational communication, accuracy and appropriacy of expression, and organisation of the composition. Since everything is unitised and each smallest unit carries a value, the examiners have no option against objectivity of assessment. The following figure represents the emphasis that the Unit Marking Scheme puts on different areas of assessment. It discourages global award on the basis of an overall impression of an answer and thus removes the scope of subjective marking.



W. A. Teachers may be divided in four groups for setting tests on Reading (seen), Reading (Unseen), Writing, and Grammar and Vocabulary. These may be tried out with groups of students working out the four sets of tasks covering the skills of reading, writing and grammar and vocabulary. Teachers may then examine the answers of the same sets of students rotationally in groups. A comparative table may be made in the following manner to ascertain how far objective the Unit marking scheme is.

Comparative table of Unit marking

[For greater details vide a Manual for Examiners, 1989, published by W. B. B. S. E.]

The number of informational units in a given task is, say, ten. If it is a writing task, the organisation or form or format may be considered a separate unit. The total value, let us presume, is 12. Hence, the unitwise distribution of marking will be : $10 \times 1 + 2$ (for organisation) = 12. Let us call three performers as x, y, z. And the three groups of teachers may be called A, B, C. The tabular diagram stands thus :

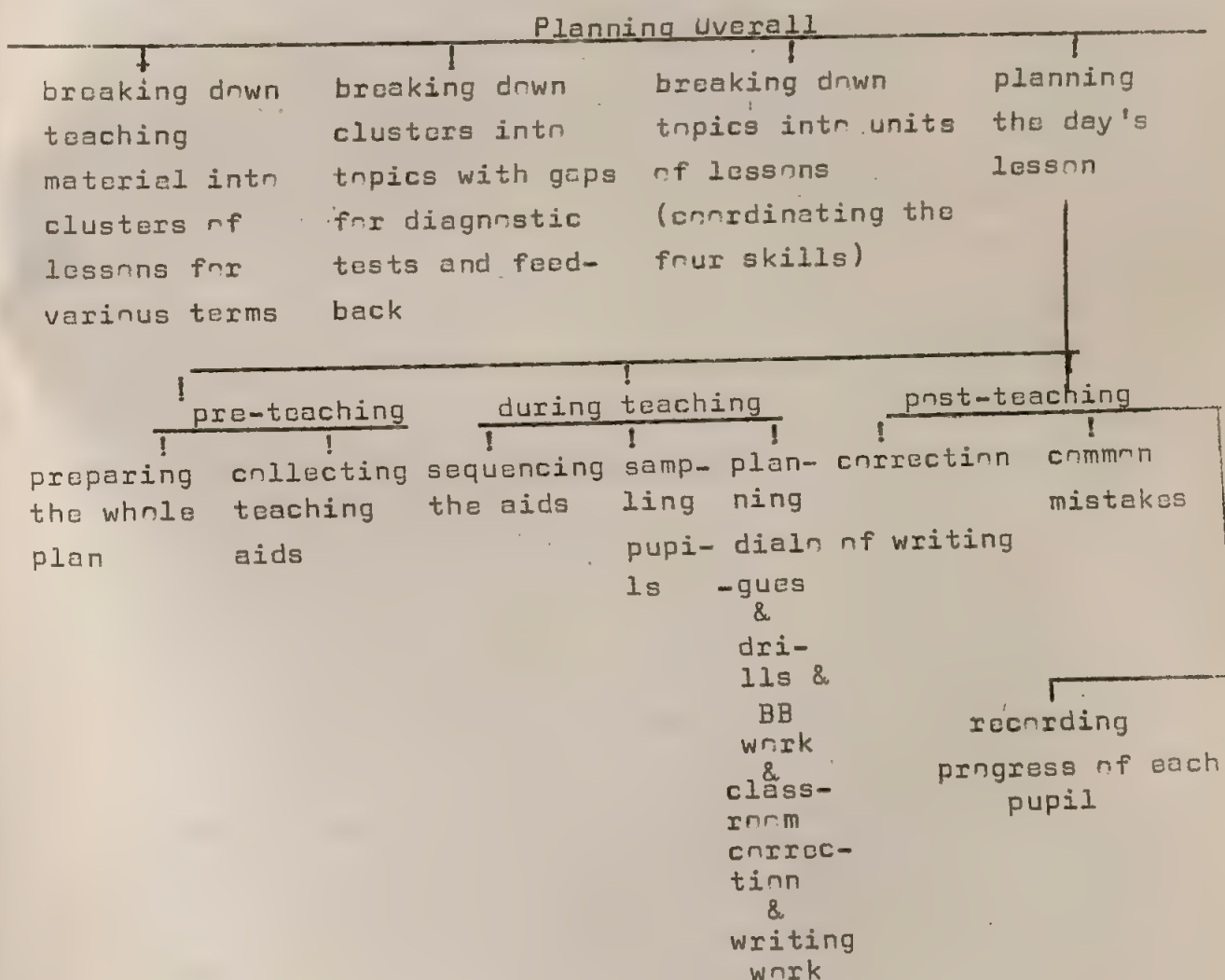
		1	2	3	4	5	6	7	8	9	10	Total
A group	x											
Awards	y											
	z											
B group	x											
Awards	y											
	z											
C group	x											
Awards	y											
	z											

CHAPTER XI

PLANNING SCHEMES OF WORK : UNIT ANALYSIS

Proper planning ensures effective language teaching. Planning envisages progressive covering of the entire syllabus from week to week. Good planning warrants proper and balanced attention to all the four skills (LSRW) : Planning presentation of lessons and practice and application of linguistic patterns (Lexis and Structure) is an useful aid to diagnostic tests and remedial teaching or feedback.

Different types of lesson planning are given below. Teachers in W. A. groups may explore the feasibility of these formats with a particular lesson as the frame of reference.



Termwise Planning

Class --

Textbook--

Term	Syllabus	Textbook	Applied material/activities
1st	Clusters --to--	Lessons --to--	Composition : Group/Pair/Individual Work
2nd	- do -	- do -	- do -
3rd	- do -	- do -	- do -

Weekly Planning

Month :

Class :-

Periods :-

Duration ---

Week

Name of the book :

Day	Reading Comprehension	Pattern Study	Writing Comp.	DT (a)	RT (b)
	Lesson Function Structure	Structure Vocab	Group/Paid/Ind	Gr/Pr	/Ind
1					
2					
3					
4					
5					
6					

a) DT : Diagnostic Test

b) RT : Remedial Teaching

For Group and Pair works in each class the teacher should fix the Students' Talking Time (STT) and the Students' Reading Time (SRT) on the basis of their requirements.

The West Bengal Board of Secondary Education in its bulletin Prasikshan Sahayika has worked out termwise unitisation of lesson planning and skill - based unitisation of lessons. These are for class IX and X. Teachers in groups may work out samplings for other classes following the Board's formats. In doing this teachers should bear well in mind that language learning is a skill based and not content - based subject. Provisions for language activities through group, pair and individual works must be made in such unitisations. The two formats are reproduced here

Termwise Annual Lesson Scheme

Term -	Class ---	Loss of working on
Total number of	Total number of	account of games,
working days (for	periods available	cultural functions :-
teaching, assessment		days --
and remedial work)		

Units	Sub Units	No. of Periods	Total no. of periods	Remarks
LE, Step --	1. Reading	--		
Lesson ---	2. Comprehension :	--		
	Nos. -- to --			
	3. Word study and			
	Use :			
	Nos. --- to ---	--		
	4. Language Study			
	and Use :			
	Nos. -- to --	--		
	5. Composition :			
	Nos. --- to ---	--		
	6. Testing	--		
	7. Feedback	--		

N. B. Teachers must stick to the unit arrangements in LE

Skill - based Unitisation of Lesson Planning

Class ---		LE, Step ---	Lesson Unit ---		
Sub -	No. of	Previous Learning	Expected Learning Outcome		
Unit	periods	Outcome	Knowledge	Understanding	Application

Skill - based Unitisation of Lesson Planning

Class		LE, Step ---	Lesson Unit ---		
Sub -	No. of	Previous Learning	Expected Learning Outcome		
Unit	periods		Knowledge	Understan ding	Applicat ion and ...

N.B. Previous Learning Outcome (PLU) and Expected Learning Outcome (ELU) are to be unitised on the basis of the degree of achievement and acquisition of the learner's language activity.

List of abbreviations

BB	...	Blackboard
ELT	...	English Language Teaching
FC	...	Functional Communicative
L ₂	...	Second Language
LE	...	Learning English
LE, I	...	Learning English, Step I
LE, II	...	Learning English, Step II etc.]
LSRW	...	Listening, Speaking, Reading, Writing
MP	...	Madhyamik Pariksha
Tr.	...	Teacher
Ps	...	Pupil(s)
WA	...	Workshop activity

